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UNIVERSITY OF ALBERTA

THE ROLE OF DEPARTMENT CHAIRPERSONS IN TEACHER COLLEGES IN THAILAND

©

BY
TIPAWAN PRASERTPHAN

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY

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Dedication

For my mother--Ubon Jaruboon,
and my grandparents--Laiet and Nien Ukrid
for inculcating in me a life-long desire to learn,
and for providing me with the opportunities.

ABSTRACT

This study examined the role of the academic department chair in teacher colleges in Thailand as perceived by deans, faculty members, and chairs themselves. A 74-item questionnaire was developed and fully pilot-tested twice. The items were rated on both actual and preferred scales.

A total of 617 questionnaires were distributed to deans, faculty members, and chairs from Pranakorn, Suan Sunandha, Uttaradit, and Lampang Teacher Colleges. A response rate of 68.6 % was received which included 15 deans, 88 chairs, and 320 faculty members. Interviews were conducted with four deans, 12 chairs, and four faculty members from the questionnaire respondents for a period of about one hour each.

Chairs, deans, and faculty members shared similar perceptions for actual and preferred involvement for the role of the chair. Chairs were actually involved in functions mostly dealing with departmental routines, and finance and resources. The three groups preferred chairs to be more involved with academic functional areas especially with functions dealing with faculty matters and curriculum. Promoting excellence in teaching, professional development, research and publications of faculty, and departmental morale appeared in the top ranks. In simple terms, the chairs were expected to be centered on the hiring, evaluation and promotion of faculty, the supervision of academic programs, and the allocation of the budget.

Most chairs had been in the position for one year and had little motivation to be chairs. They had no extrinsic incentives for being chairs. Chairs were elected by their colleagues and the term of office was four years. Interpersonal skills were considered the most important qualification for chairs. No preparation or training was available for new chairs. Job descriptions, if they ever existed, needed revision.

The five major problems that chairs faced were lack of authority; insufficient budgets; a shortage of academic staff and support staff, and lack of staff cooperation;

management style which was mainly top-down; and unclear role and no recognition for the position.

Respondents mentioned several suggestions for the improvement of the role of the chair. The overall impression was that to enhance the new status of the teacher colleges, an improvement in the status of department chair is essential.

ACKNOWLEDGEMENT

A great number of people contributed to the completion of this study. While words fall short of conveying my gratitude, it is with sincere appreciation that I acknowledge their support.

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CHAPTER 1

INTRODUCTION TO THE STUDY

Colleges and universities, like all other complex organizations, cannot exist without subdivisions or units. The North American literature on university governance supports the view of the department as a community of scholars responsible for instruction and research within a specialized field of knowledge, and thus is the fundamental organizational and administrative unit within the university. A number of educators and scholars agree that the department is at the heart of the academic enterprise (Anderson, 1976; Brann and Emmet, 1972; Fisher, 1978; McHenry and Associates, 1977; Tucker, 1984; Waltzer, 1975; Wolansky, 1978). Academic departments have provided the milieu most suitable for the development, preservation, and transmission of knowledge. Waltzer (1975) noted that the department is

> the place where most teaching, service, and research activities go on, where faculty members pursue professional and disciplinary interests while at the same time serving the university, and where students pursue their education. It is at the department level that most of the direct and personal interaction occurs between the university and its faculty members and students. The university's success depends on the success of its academic departments. (pp. 4-5)

In the same vein, Bennett (1983) and Bennett and Figuli (1990) contended that it is at the departmental level that "the real business of the institution - teaching, research, and service - is conducted. The ultimate success of the institution turns significantly on the degree to which objectives at the departmental level are both appropriately defined and realized" (p. xi).

Trow (1976) concluded that the department is the "central building block--the molecule--of the American university" (p. 11). It is the "central link between the university and the discipline, that is to say, between an organized body of learning -- a body of knowledge and characteristic ways of extending knowledge -- and the institution in which teaching and learning is carried on" (p. 11). Andersen (1968, 1977) emphasized that "no academic unit within the college or university has been so important, misunderstood, and maligned as the academic department" (p. 206; p. 1).

Since the department is a center of action in institutions of higher education, it follows that the department chairperson has concomitant importance. The literature regarding the department chairperson usually cites the position as a key office. Patton (1961) probably best summarized the department chairperson's importance: "No one plays a larger part in determining the character of higher educational institutions than the department chairman. . . . More specifically, the chairman is called upon to be everything to just about everybody around an educational institution" (p. 459).

Many authors have supported this idea. Bennett (1982c); Brann (1972); Brown (1977); Dilley (1972); Ehrle (1975); Emmet (1983); Hammons and Hunter (1977); Heimler (1967); McLaughlin, Montgomery, and Malpass (1975); and Ryan (1972) all agreed that department chairpersons occupy a pivotal role in the workings of colleges and universities. As a consequence, what the chairperson does, or fails to do, to a large extent makes the difference in the accomplishment of the university's basic missions (Corson, 1960; Roach, 1976). In the Foreword in Tucker's (1984) acclaimed book, entitled *Chairing the Academic Department: Leadership among Peers*, Peltason (1984) emphasized that "an institution can run for a long time with an inept president but not for long with inept chairpersons" (p. xi).

There is no doubt about the importance of the position of department chairperson in teacher colleges in Thailand, especially since 1975 when these colleges were authorized to award bachelor degrees. In 1984, the mandate of these colleges was broadened to offer bachelor degrees in addition to teacher education. This placed additional demands on department chairpersons. Department chairpersons had to face not only expanding curricula but also other problems such as the retrenchment of the budget. Despite the cutbacks, department chairpersons were urged to become more effective with less resources-- in other words, do more with less and become more responsive with less flexibility in their operations. This placed the department chairperson in a very difficult position--a universal problem, as many authors have pointed out.

A series of papers edited by Brann and Emmet (1972) represents the conventional wisdom that seems to characterize much of the literature on the complexity of the roles of department chairpersons. They concluded that the position of the department or division chairperson may be the most complex, ambiguous, and least understood leadership role faced by any administrator in higher education.

A number of authors (e.g., Brann, 1972; Dedmon, 1985; Edwards, 1972; Marcial, 1984; Monroe, 1972; Roach, 1976; Staton-Spicer and Spicer, 1987; Vavrus, Grady and Creswell, 1988) have described the position of the department chairperson as difficult, ambiguous, and ill-defined. They attributed their view to the fact that the chairperson is considered to be both a faculty member and an administrator. Bennett (1983) argued that the chairperson is "an odd creature and is in an odd spot. Rooted in the faculty like no other administrator but tied to the administration like no other faculty member, he or she has both an excess and a deficiency of identity" (p. 11). In the same vein, Dressel, Johnson, and Marcus (1970) concluded that "the position of department chairperson is vague, often misunderstood, and not clearly perceived" (p. 84). Often no description of the duties exists. When it does exist, the description is either so vague as to be useless, or so comprehensive as to be unrealistic (Roach, 1976).

My initial interest in this area of inquiry resulted from my experience as a department chair in a teacher college in Thailand for nine years. It became clear to me that the role of department chair needed to be studied. I also agree with Monroe (1972) who noted: "Until one has experienced being a department chairman, one does not realize how literally he is the nut in the nutcracker" (p. 319). Yet, in spite of the obvious importance of these individuals to the enterprise of higher education, the department chairperson's role has not been clearly defined or extensively studied in Thailand. We know little about this position and its functions, the selection of the department chairpersons, the competencies necessary for them to effectively perform their delegated responsibilities, or their problems.

This study examined the department chairperson as an emerging role in Thai teacher colleges. With the changing mandate of the teacher colleges, it was assumed that the chairperson's role would also be in a state of flux. The results of the study should enhance understanding of the role of the chairperson. Gross, Mason and McEachern (1958) stated that in studying a particular role a researcher "would presumably try to elicit from the members of a specified population the expectations which they hold for incumbents of a specified position" (p. 61). Accordingly, the expectations held by faculty members, deans and department chairpersons were considered in this study.

Statement of the Problem

The major purpose of this study was to examine the role of department chairpersons in teacher colleges in Thailand. A description of the department chairperson as an emerging role in teacher colleges is provided. This has been achieved by studying the perceptions of involvement in a range of functional areas--both "actual" and "preferred"--held for the position by deans, faculty members, and department chairpersons themselves. It was assumed that differences found between actual and preferred perceptions would reflect both satisfaction with the performance of the chairperson and the changing expectations. Nine more specific questions served as guides to the development of the study and to the analysis of the data:

1. What are the perceptions of the actual and preferred involvement for the role of the department chairperson held by department chairpersons, deans, and faculty members?

2. What level of agreement exists in the perceptions of the actual and preferred involvement by chairpersons, deans, and faculty members regarding the role of the chairperson?

3. What level of agreement exists in the perceptions among the three groups: chairpersons, deans, and faculty members?

4. In what ways are the perceptions of respondents related to demographic factors, such as location of the college, faculty, gender, age, educational background, academic rank, years of experience in present position, years of experience in teaching, and the size of the department?

5. What is the status of chairpersons in teacher colleges?

6. What are the desirable qualifications for chairpersons, as perceived by deans, chairpersons, and faculty members?

7. What are the contributions of chairpersons to teacher colleges, as perceived by chairpersons, faculty members, and deans?

8. What are major problems of department chairpersons, as perceived by chairpersons, faculty members, and deans?

9. What are the recommendations made by chairpersons, faculty members, and deans to improve the performance of department chairpersons in the transforming college?

Conceptual Framework

This study was designed to provide information which would contribute to improved understanding of the role of the department chair in teacher colleges in Thailand. As a result of the changing scene in education in Thai teacher colleges, it was assumed that a new definition of the role of the chairperson is emerging and will be gradually supplanting the traditional one.

The conceptual framework for this study was guided by role theory, leadership theory and research about the role of the department chairperson. The perceptions of dean (referent position 1) and faculty member (referent position 2) as well as the perception of the chairperson (focal position) regarding the role of the chairperson were surveyed.

Substantial research provides a clear description of the array of roles and responsibilities of department chairpersons. Bennett and Figuli (1990) argued that the overall task of the department chairperson is to create a "unity and a common identity out of an assemblage of individuals" (p. xvi).

Figure 1.1 presents a model depicting the transformation of teacher colleges from single-purpose institutions to multi-purpose institutions. As a result, teacher colleges have diversified their roles beyond teacher education. After transformation, these colleges have made an effort to be upgraded to university status. It is evident that a college or a university earns its national and international reputation through the achievements of its faculty and departments. The arrows in Figure 1.1 indicate that, in a transitional phase, both traditional and emergent mandates influence perceptions of role performance of department chairpersons. Deans and faculty members have expectations of the department chairperson. Therefore, attention must be paid to assess the perceptions of deans, faculty members and current department chairpersons regarding the role of chairpersons. Two-way arrows indicate that expectations held by the referent groups are conditioned by the displayed behavior of department chairpersons. A matrix is formed using the dichotomy, management and leadership as one dimension and the three functional areas--academic, departmental unit, and external liaison as the other.

Ideally, the department chairperson should be a leader. Leadership includes the concept of promoting excellence. Department chairpersons should play a key role in moving the department to reach its highest potential. Siever, Loomis, and Neidt (1972) stated that the department chairperson represents a critical leadership position in a college or university. Similarly, Booth (1972) emphasized that there is a need for strong leadership in departments. An effective department chairperson can help a department grow in professional stature in a way which maximizes each faculty member's potential for achievement. The department chairperson's leadership can contribute to the development of an atmosphere where each person can perform his or her role without stifling creativity.

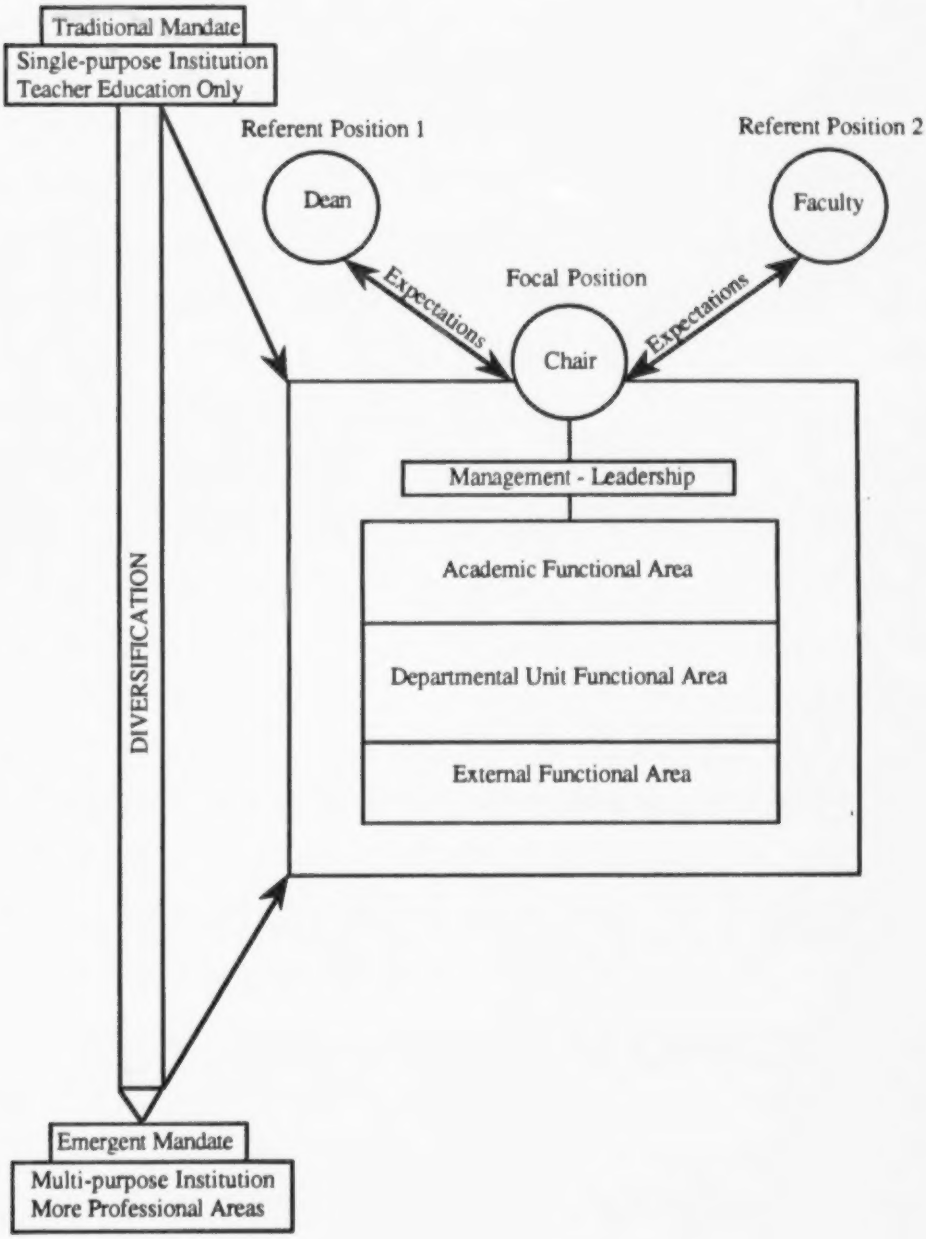
Traditional Mandate
Single-purpose Institution
Teacher Education Only
Referent Position 1
Dean
Referent Position 2
Faculty
Focal Position
Expectations
Chair
Expectations
Management - Leadership
Academic Functional Area
Departmental Unit Functional Area
External Functional Area
DIVERSIFICATION
Emergent Mandate
Multi-purpose Institution
More Professional Areas

Figure 1.1: A Conceptual Framework of the Department Chairperson's Role

Department chairpersons can foster a climate which permits students to be represented.

Since the department is viewed as a locus of activity in teaching, research, community service, and cultural preservation, the department chairperson's role in academic leadership is crucial. Department chairpersons have major responsibilities for curricular direction, faculty hiring, and evaluation. In the extensive list of department chairperson's activities, Dressel, Johnson and Marcus (1970) included "selection, promotion, retention of academic staff; sabbatical leaves; research grants; new faculty orientation; student administration; student advising; class scheduling; faculty load; and curriculum changes" (p. 13).

Furthermore, department chairpersons have to manage the departmental unit as a functional area. Heimler (1967), Mobley (1971), and Ryan (1972) asserted that department chairpersons occupy a pivotal role in the administrative process of postsecondary institutions. Department chairpersons are generally expected to administer the department budget, allocate resources, and supervise and manage facilities (Johnson, 1976).

Figure 1.2 illustrates six cells consisting of managerial and leadership functions on one dimension. The three functional areas from Figure 1.1 provide the other dimension. Since the academic functional area is of central importance, the department chairperson has a major role -- both managerial and leadership -- regarding faculty, student, and curriculum matters. In order to support the department's routines, the department chairperson's role related to support staff, finance and resources, physical plant and materials, may be more managerial rather than leadership. The external functional area may not need as much managerial or leadership functions as compared to academic. However, colleges and universities are not independent entities. They have to get involved with other institutions and the community. Thus, it is understandable that the chairperson, as the representative of the department and the college, needs more leadership ability than managerial skills to enhance the relation between the college and other organizations in the system as well as the

Functional Area	Functional Responsibility	Managerial Function	Leadership Function
Academic	Faculty Students Curriculum & Instruction	Major 1	Major 2
Departmental Unit	Support Staff Resources Physical Plant Departmental Routines	Major 3	Minor 4
External	Institutional System Community	Minor 5	Minor 6

Figure 1.2: A Conceptual Framework of the Department Chairperson's Role

community. All cells are important but cell #2 reflects special leadership challenges and cell #1 and #3 special managerial challenges.

Background Information

Thailand has a well-established system of teacher education, dating back to 1892 when the first teacher training school for men was opened in Bangkok to prepare elementary school teachers. A year later, a secondary teacher certificate program was established. It was not until 1909 that the first teacher training school for women was opened. The school for women became a model for several teacher training schools which were later established in the provinces. In the years which followed, as the government made efforts to develop human resources in various fields, more teacher training schools were organized.

In 1920, the Teacher Education Division was founded and given responsibility for organizing teacher training and producing teachers for schools throughout Thailand. In 1940, the Teacher Education Division was transferred to the Department of Primary Education, and entrusted with the following responsibilities (Department of Teacher Education, 1989):

1. Preparing preservice teachers for the primary certificate of education.
2. Preparing preservice teachers for the higher certificate of education.
3. Inspecting schools under Teacher Education Division and training teachers.

As general education became more desirable, an urgent need for teachers became evident. In 1928 there were 25 teacher training schools offering programs leading to primary and secondary teacher certificates. Yet the demand for qualified teachers could not be met.

In 1954, the Department of Teacher Education was established in the Ministry of Education. This elevation from a division of the Department of Primary Education to a "Department" was in response to the demand for qualified teachers. The new status also set the stage for a major reorganization of the teacher education system. It was a turning point for Thai teacher education.

The 1960s was a period of teacher education expansion. Seventeen new teacher colleges were created. This expansion was precipitated by three major forces -- the high rate of population growth, the extension of compulsory education from four to seven years, and the popularity and availability of secondary education to a larger population. Unfortunately, the accelerated production of teachers during the third National Education Development Plan (1971-1976) resulted in a large number of teachers and graduates being unemployed. Therefore, during the fourth development plan (1977-1981), the training of teachers at the higher certificate level progressively decreased and finally was terminated in 1981 (Chantavanich, 1981). In its place, in 1975, 17 teacher colleges under the administration of the Department of Teacher Education were authorized to award B.Ed. degrees.

Under the provision of the Teacher College Act (1984), the Department of Teacher Education (1989) reported that the role of the existing 36 teacher colleges was diversified to resemble other higher education institutions. Therefore, in addition to preparing teachers at the bachelor degree level, the teacher colleges were mandated to offer programs leading to bachelor degrees in Science and Technology, Agriculture, Liberal Arts, and Management Sciences. Moreover, every teacher college was expected to conduct research, and provide academic services to the community where it is situated. Each individual college currently consists of academic faculties, departments, and other college units. The number of faculties and departments varies from one college to another depending on the readiness of the individual college and the need for educational services in the community. At present, there are six core faculties in the teacher colleges. They are Education, Humanities and Social Sciences, Sciences and Technology, Management Sciences, Agricultural and Industry, and Industrial Arts.

After the revision of the Teacher College Act (1975) in 1984, the following five categories of responsibilities were assigned to teacher colleges:

> 1. Provisions of educational programs in various fields demanded by the community at the baccalaureate level.
> 2. Conducting research on teacher education.
> 3. Promotion of the academic and professional status of teachers and educational personnel.
> 4. Preservation and promotion of arts and culture.
> 5. Provision of academic services to the community. (Department of Teacher Education, 1989, p. 30)

In 1986, the 36 teacher colleges were consolidated geographically into eight college systems referred to as "united colleges." At the same time a task force for upgrading the united colleges to university status was established. Currently, the eight united colleges are under the supervision and administration of the Department of Teacher Education. These united colleges are evenly distributed geographically and population-wise. On average, there is one teacher college for every two neighboring provinces.

Since 1984 these reformed higher education institutions have gradually expanded their programs beyond teacher education and have become multi-purpose institutions. In 1987, the Department of Teacher Education (1989) adopted the following aims as its major commitment for the period 1987-1991 (The Sixth National Economic and Social Development Plan):

> The United Teacher Colleges will be organized, and will perform the tasks of "higher education institutions". The teacher colleges will produce quality graduates in the areas either of teacher education or other professional areas. The Department will improve the academic status of its personnel, conduct research, preserve and promote art and cultural development, and provide academic services to the community. Such effective and efficient measures should be beneficial to the national economic and social development. (p. 49)

The purpose of educational diversification is to serve a more varied clientele. Thai systems of higher education must now begin to serve both the younger and the older generations, and both full-time and part-time students. In addition to becoming regional higher education institutions and graduating more well-qualified personnel for the professions, industry, and commerce, teacher colleges also must serve their local communities' needs for continuing education. Furthermore, the diversification of teacher colleges has also been designed to serve the needs of the more distant parts of the country, which the universities failed to meet, through oversight or by design. In short, the teacher colleges of Thailand have been reformed into comprehensive institutions of higher education providing four-year baccalaureate programs, as well as community services.

The moves to (a) eliminate the word "teacher," (b) consolidate 36 teachers colleges geographically into eight college systems namely "the united college" in 1986, and (c) hold conferences on the upgrading of the united colleges in 1987 and 1989 provide the essence of the transformational effort. During the process of upgrading to university status, the

Department of Teacher Education (1985) stated that "the teacher college has already performed the roles of the 'real higher education institution.' It is only the name that differentiates the Thai teacher colleges from other Thai universities" (p. 18). Furthermore, one of the policies of the Department of Teacher Education (1989) shows support "to develop individual united colleges to resume full status as institutions of higher education" (p. 50), and the Department of Teacher Education (1989) encouraged the colleges to "affiliate with other institutions of higher education within and outside the country in providing graduate programs to its clients" (p. 51). In fact, Uttaradit Teacher College has affiliated with The National Institute of Development Administration (NIDA) since 1990 in order to provide a Master of Education program. Thus the eight united colleges, with full support of the Department of Teacher Education, are working their way to be upgraded to regional universities.

It is not an overstatement to say that the teacher college system in Thailand is presently facing its biggest challenge in its 100-year history. To perform the functions of a university effectively, the teachers colleges must become aware of four basic functions: teaching, research, community or public services, and cultural preservation and promotion. It is unlikely that teacher colleges will ever return to their previous status. A question being raised is whether the teacher colleges are ready to be upgraded to university status. There are public doubts and criticisms of this transformational effort. The academic qualifications and the competency of the faculty are critical issues in this regard. Insight can be gained by investigating the role of the chairperson who may be the key player in transformation.

The capacity of a teacher college to adapt depends primarily on the ability of the faculty and staff to change. This, in turn, depends on the capacity of the various administrators in the college to lead and to manage change. In this regard no administrative position is more pivotal than the one held by department chairperson. As Bennett (1982a) contended, "Department chairpersons are key individuals in determining the educational success by setting the tone of the institution in both teaching and research" (p. 39).

Despite their past growth and the current trend to become universities, the teacher colleges also face additional problems including declining rates of enrollment in teacher education programs and decreases in financial support. Due to the changing role of the college, the change in student populations, and the radical changes in curricula, the responsibilities faced by department chairpersons have increased considerably. The role of the department chairperson is becoming more complex, especially under the expansion of disciplines and the multiple expectations of different constituencies with whom these chairpersons have to interact.

Department chairpersons have heavy demands placed upon them, especially in large departments. Their duties and responsibilities are inadequately defined in all areas of their job including their work with faculty. McKeachie (1968) argued that "although the department chairperson in most colleges and universities are key individuals in determining the educational success of the institution they are generally ill-prepared, inadequately supported, and more to be pitied than censured" (p. 221). They are given little guidance in how best to fulfill this responsibility (Vavrus, Grady & Creswell, 1988).

The intent of this study, therefore, is to reveal the perceptions of actual and preferred involvement for the role of department chairperson in the united colleges of Thailand. It is anticipated that a job description for department chairpersons could be developed from the study's results.

Significance of the Study

There can be little doubt about the legitimacy and importance of studying the role of department chairpersons in Thai teacher colleges. The importance of department chairpersons to universities and other higher education institutions cannot be over-emphasized. They have become recognized as a major determinant of institutional success. The role of department chairperson in teacher colleges in Thailand has not been well studied. The responsibilities of the department chairperson in teacher colleges in Thailand have increased significantly since the early 1960s, specifically since the teacher colleges became degree granting institutions in 1975 and diversified in 1984. Indeed, most of the chairpersons have to deal with the growing list of concerns and complaints about the "quality" of the institution. Obviously the role of the department chairperson is becoming more complex. Moreover, the job carries little prestige and little or no compensation in the form of released time, additional pay, reduced teaching load, or special leave.

At this turning point, it is crucial to study how department chairpersons see their own roles and what their colleagues and administrators expect of them. It should also be noted that the perceptions of the role can vary among the chairs themselves, faculty colleagues, and administrators. These different perceptions of the desired role of the department chairperson may be a reflection of the academic disciplines of the respondents. Little is known about the actual roles and duties which department chairpersons perform in this pivotal position in Thai teacher colleges, especially during the period of transformation. The situation in Thailand is captured by the words of Ehrle and Bennett (1988): "The relative lack of visible institutional concern about chairpersons, as well as the paucity of support provided them, is surprising in our [American] educational institutions" (p. 8).

The survey of the related literature indicates that research on the role of department chairpersons has been minimal, especially if one excluded dissertations which are not generally quoted in the literature. Knight and Holen (1985) and Kremer-Hayon and Avi-Itzhak (1986) pointed out that although the department chairperson's position has been widely acknowledged as vital to the operation of colleges and universities, considering the important roles they play in staff recruitment and tenure, in curriculum planning and in department policy-making, it has suffered from a general lack of attention from educational researchers. Brann and Emmet (1972) mentioned that 21 doctoral dissertations, 69 journal articles and one book have been written on the subject of the academic department chairperson. Bennett (1983) noted that a search for studies completed on the role and function of the departmental chairperson revealed fewer than 30 studies over the past 25 years. In the Foreword in Bennett's (1983) book, Emmet (1983) concluded that "for too long we have ignored this 'vital' human resource" (p. viii). Fellman (1967), past president of the AAUP pleaded for much more attention to the importance of this position: "His is an extremely difficult job, requiring diplomatic tact, unremitting industry, close attention to detail, a regard for the feelings and needs of his colleagues, and a mastery of the complicated procedures through which complex institutions function" (p. 5).

Most of the research on department chairpersons has been done on colleges and universities in the United States. Six master's-level studies regarding the department chairperson in secondary schools were completed at the University of Alberta. The most recent study at the postsecondary level was completed by Jones (1993). Such inquiry is needed because, as the literature suggests, the role of the department chairperson is a distinct one.

Nevertheless, Hammons (1984) argued that "although numerous articles (some 60 plus, at last count) and dissertations (almost 50) have been written about the chairperson, we still know very little about the person who occupies the position" (p. 14). Certainly the role is different from that of elementary and secondary school chairpersons. The lack of research on the emerging role of department chairpersons in Thai teacher colleges has led to this study. This study contributes to the literature in general but will also provides timely information specific to Thailand.

The study has both practical and theoretical significance. It is hoped that the findings will assist the development of practical and productive processes for selection, training, and appointment of department chairpersons. A better understanding of this process may assist chairpersons, faculty, and administrators to anticipate and plan for the transition from a teacher college to a university. Moreover, the result of the study will contribute to the development of a job description for department chairpersons in teacher colleges throughout Thailand. The information gained from this study is expected to initiate attempts at making the role more satisfying in the direction desired by chairpersons and their constituencies. The findings of this study could be of great benefit not only to teacher colleges but also to other higher education institutions in Thailand. From the perspective of theoretical significance, results from this study will contribute to the existing knowledge based on the role of the department chairperson, particularly in international perspectives. The study will provide cross-cultural researchers with information about the role of the department chairperson.

Definitions of Terms

1. Department chairperson. A first-line administrative position variously titled chair, chairman, department head, program head.

2. Dean. The administrative head of a faculty and the immediate superordinate of a department chairperson.

3. Role. Role is "the behavioral expectations for what a person 'should' do when occupying a position in a specific social setting" (Heiss, 1981, p. 95) Role is used in this study to mean a set of all observable actions or performances expected of the department chairperson.

4. Expectations. Expectations are a set of desired or realistic behaviors for a department chairperson.

5. Perception. Perception as a process involves interpreting the input from our senses to provide meaning to our environment (Johns, 1988, p. 91). In this study, perceptions are a set of sensory inputs resulting from the observation of displayed (actual) behaviors of the department chairperson.

6. Function. A goal-related result of behavior (Jones, 1993). It implies a definite end or purpose that the one in question serves or a particular kind of work it is intended to perform.

7. Activities. A regular set of actions associated with the performance of functions.

8. Tasks. Temporary activities required for the discharge of duties.

Assumptions

Throughout the study the researcher was guided by eight assumptions.

1. All respondents surveyed were aware of the role of the department chairperson.

2. All respondents were able to accurately rate their own perceptions of and expectations for the role of the department chairperson.

3. All respondents comprehended the items in the questionnaire in the same way as intended by the researcher.

4. The instruments for measuring the perception of the role of the chair were valid.

5. The role of the chair could be clarified and described through an investigation of the perception held by deans, faculty members, and chairs themselves.

6. The size of the sample for the questionnaire was adequate for the study.

7. The four teacher colleges chosen for the study were considered to be similar to other teacher colleges in Thailand.

8. The role of the department chair in a single-purpose institution may be qualitatively and quantitatively different from that in a multipurpose institution.

Delimitations of the Study

The study was a survey of the perceptions held by deans, faculty members, and chairpersons regarding the role of the department chairperson. The following delimitations applied:

1. The study included four teacher colleges, two in the United College of Lanna and two in the United College of Rattanakosin in Thailand.

2. The respondents were drawn from full-time deans, faculty members and department chairpersons for the academic year 1991-1992.

3. Generalizations to other colleges can be made only to the extent that similarities are seen to exist to the sample colleges.

Limitations of the Study

The data collected from the questionnaire applied only to the Thai teacher colleges studied. Findings cannot be generalized, without caution, to other institutions or to other faculty members and administrators in different institutions. Therefore the following limitations concerning the study are noted:

1. Some respondents may have misinterpreted and misunderstood some questions.
2. Some respondents did not respond to some questions.
3. Some inconsistencies may have been created between the Thai and English versions of the questionnaires due to translation.
4. The return rate of usable questionnaires may have biased the results.

Organization of the Study

The thesis contains six chapters. Chapter 1 provides an introduction to the study. There is particular emphasis on the purpose, the statement of the problem and research questions, the conceptual framework, and the background information. This chapter also gives an account of the study's significance as well as its definitions of terms, assumptions, delimitations, and limitations. Chapter 2 presents a review of literature related to the topic of the role of the chairperson. Chapter 3 details the study's design and methodology, the rates of return, and profile of the respondents. Chapters 4 and 5 provide an analysis of quantitative and qualitative data respectively. Chapter 4 reports statistical findings related to the four research questions (No. 1-4), and Chapter 5 provides a content analysis of the respondents' comments from the open-ended and interview questions. In Chapter 6 a summary of the study is presented, the findings are discussed, the conclusions are drawn and recommendations are put forward for research and practice. A bibliography and appendices follow the final chapter.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter presents a review of the literature related to the study. It is divided into three major sections which are considered to be key to the study. Since the study consists of an examination of perceptions held for the role of department chairpersons, this chapter begins with an overview of role theory, including the concept of perceptions. The second section of the chapter deals with leadership theory. The studies related to the role of department chairperson are discussed in the final section. In this literature review "chair" or "chairperson" is used, but "chairman" is retained in original quotations.

Role in Educational Organizations

Role theory has been used as a basis for research in many different fields, especially those concerned with social systems and educational organizations. Role theory allows us to understand the process of socialization which results in different types of learned behavior. Thomas and Biddle (1966) stated that role theory is concerned with real-life behavior as it is displayed in an on-going social situation.

A number of researchers and authors (Linton, 1945; Lonsdale, 1964) have utilized role theory concepts to embrace the normative pattern of social behavior. They postulated that individuals do not behave in a random manner. Instead, their behavior is influenced to a degree by their own expectations and those of others in the group or society in which they participate. The sum of all the expectations applied to the incumbent of a position becomes the role associated with that position.

Many definitions of the term "role" have been presented in the literature of the social sciences. Moreover, studies have attempted to clarify the relationship of individuals and groups to multiple social systems (Dahl, 1984; Getzels and Guba, 1957; Getzels, Lipham and Campbell, 1968; Gross, Mason and McEachern, 1958; Neiman and Hughes, 1951; Sarbin, 1954; Van Sell, Brief and Schuler, 1981). Knowles (1982) claimed that modern role theory has been extended to encompass not only its sociological beginnings but concepts from other disciplines. It provides an "interdisciplinary perspective that deals with any patterned interaction between people" (p. 7). In spite of some fundamental differences among authors regarding the definition of the term role, three basic ideas appear in most definitions. The basic ideas are that "individuals: (a) in social locations (b) behave (c) with reference to expectations" (Gross, Mason and McEachern, 1958, p. 17).

Newcomb (1950) differentiated between the concept of prescribed role which designates expected behavior, and role behavior which refers to the actual behavior of a position incumbent. He noted that although individual variations of roles are possible, other persons usually act toward the incumbent as an occupant of the particular position and expect him or her to react accordingly. Consequently, he or she must, for the most part, follow what are the prescribed responses for his or her position.

Expectation

Gross, Mason and McEachern (1958) pointed out that "networks of positions can be analyzed with respect to either how the incumbents of the positions should interact with each other or how they actually do interact with each other" (p. 58). If the analysis is concerned with how the actor should behave, it reviews expectations. Biddle (1979) defined expectations as "overt and covert" (p. 119). Smith and Peterson (1988) stated that role expectations can be seen as "directly determining behavior" (p. 74). Furthermore, they asserted that constrained behavior is substantially linked to "expectation discrepancy" (p. 77). In addition, expectations may be either individual or shared. The various authors on the topic are not in complete agreement regarding the derivation of expectations. However, regardless of the derivation "expectations are presumed by most role theorists to be an essential ingredient in any formula for predicting social behavior. Human conduct is in part a function of expectation" (Gross, Mason and McEachern, 1958, p. 18).

A number of authors such as Biddle (1979) and Knowles (1982) have discussed the impact of expectations on behavior. Biddle (1979) pointed out:

> When two or more persons share expectations for their joint behavior, behavioral uniformity is likely to result. Moreover, when they share expectations for the specific behavior of one of their members, not only will that member understand what he or she is to do, but others will treat him or her in a uniform fashion, thus reinforcing that person's special role. (p.123)

In order to determine what a group expects one should ask its members what they expect. Variations in expectations for the incumbent of a particular position may also be found among different groups of role-definers.

Role Conflict

An organizational member's role set consists of all those individuals and groups who are associated with that role in the organization. An incumbent's role set is dependent in some way upon his or her performance and, therefore, role set members develop expectations about the manner in which the incumbent should perform his or her role.

Social systems theory views role conflict as "the mutual interference of parts, actions, and reactions in a social system" (Getzels, Lipham and Campbell, 1968, p. 108). In this context, conflict may result between two roles, between a person's needs and the expectations held for him or her by others, or among several persons holding expectations for a role. Any situation in which the incumbent of a focal position perceives that he or she is confronted with incompatible expectations will be called a role conflict (Gross, Mason and McEachern, 1958). Role conflict may also occur when there is a lack of agreement among various groups and persons who hold expectations for the behavior of the incumbent of a particular position. Farber (1983) stated that role conflict occurs "when inconsistent, incompatible, or inappropriate demands are placed upon an individual" (p. 6).

Role Ambiguity

Role ambiguity, a type of role conflict, results from unclear and/or insufficient information as to what is expected about a focal position. Landy and Trumbo (1980) believed it to be "concerned with the degree to which an individual actually understands what is required on the job" (p. 511). Role ambiguity, therefore, occurs as a result of the discrepancy between job-related information available to a worker and the ideal information required to help workers adequately perform their roles. Farber (1983) concurred that work-related information is the chief cause of role ambiguity. He noted that "role ambiguity is associated with a lack of clarity regarding worker's rights, responsibilities, methods, goals, status or accountability" (p. 6). According to Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964), role ambiguity is the lack of clear, consistent information regarding the rights, duties, and responsibilities of a role and how it can best be performed. Uncertainty about a situation due to insufficient information contributes to role ambiguity and, in turn, can create tension, anxiety, fear, anger, and hostility. Smith (1957) claimed that role ambiguity has also been found to be related to job performance .

Role Conflict and Role Ambiguity of Department Chairpersons

The literature regarding the department chairperson usually describes the position as a key officer, but one which is surrounded with ambiguity and conflict. Moses (1985) contended that chairing, heading or leading an academic department effectively demands a wide range of skills from the chairperson and through role ambiguity may cause considerable role conflict for him or her. This view is supported by many authors (Booth, 1982; Leslie, 1973; Milstein, 1989). Tucker (1984) declared that of all the administrative positions in a college, department chairpersons have the most role conflict and ambiguity. Role ambiguity occurs when there is inadequate information as to what is expected. The department chairperson may be uncertain about the way in which the dean evaluates work, about the scope of responsibility, and about the expectations of others for the role. Moreover, the duties of department chairpersons may be not clearly defined. The chairpersons themselves, the faculty they serve, and the administrators who depend on them often cannot agree as to what the chairperson should do on a daily basis.

In addition, most chairpersons are chosen from their department faculties for their personal characteristics and scholarly competence. They see themselves as teachers and scholars first and view their chairmanship as temporary, intending either to return to the faculty or move on to a higher administrative role. Scott (1981) observed that "they are then socialized, not trained, by interactions with others" (p. 3). Consequently, role expectations and feedback can result in role ambiguity and uncertainty.

The fact that chairpersons have "dual loyalty"--a sort of part-faculty, part-administrator entity with both faculty and administration seeking their loyalty and commitment--also causes role conflict (Bennett and Green, 1982; Brown, 1977; Kingston, 1972; Lucas, 1989; and Monroe, 1972).

Milstein (1989) expressed a similar viewpoint when he proposed that department chairpersons are held accountable to those with oversight responsibilities: deans, vice-presidents and, ultimately, presidents. All along this chain of command there are demands and expectations, often contradictory, for the way the chairperson should carry out the duties of that office. He further explained that there is a built-in constraint in that the predilection of most chairpersons is towards scholarly activities while "the role requires them to focus a good deal of their energies on management activities" (p. 2).

In summary, department chairpersons typically find themselves engaged in a struggle between mediating the concerns of the administration to the faculty and vice versa, while at the same time trying to maintain some identity and integrity. They face a large number and variety of performance expectations but no great prospect for information about their performance. It seems that once chairpersons are appointed to the positions, they must grasp the responsibilities and expectations of all constituencies. Only then will they be able to interpret the true breadth and depth of their role. Furthermore, it is important for the chairperson to be able to reconcile the role expectations of the university, college, and department with those of individual needs, motivations, and satisfactions.

Perceptions

This study is based upon the perceptions of deans, department chairpersons, and faculty members regarding the role of department chairpersons. It is appropriate, therefore, to present a brief analysis of the current literature that deals with perceptions and perceptual data.

Role theory, particularly that aspect of it which deals with perception, offers insight into the way in which administrators attach varying degrees of significance to their various activities. Much has been written on the topic. However, after decades of research, the notion of perception still defies accurate and conclusive definition. Heil (1983) and Michaels and Carello (1981) contended that the means by which perceptions are formed remains a matter of conjecture. In Sarbin's (1954) definition, perception is seen as "an organized response of a person to stimuli in a social context" (p. 229). Miklos (1963) noted that "the behavior of an individual is influenced not only by the actual expectations held for him but also by his own perceptions of his role expectations" (p. 5). Perhaps, the most straightforward and well accepted definition of perception defines it as "the understanding of the world that you construct from data obtained through your senses" (Shaver, 1981, p. 83). According to Johns (1988) perception "involves interpreting the input from our senses to provide meaning to our environment" (p. 91).

Perceptions are critical determinants of behavior in organizational settings (Kelly, 1980; Litterer, 1973; Miklos, 1963). Perceptions of situations, persons and events shape individuals' understanding of social contexts, and expressions of those perceptions reflect their effective and behavioral responses to those circumstances (French, Kast and Rosenzweig, 1985; Hochberg, 1978).

Researchers have used perceptual data in their studies (Bare, 1980). However, these researchers also cautioned that respondents may face difficulties expressing impressions regarding abstract organizational attributes. Many perceptions may be beyond the capacity of individuals to consciously recognize and verbally express. Perceptions of social events and attitudes are difficult to assess because their accuracy can only be judged by comparison with perceptions of other observers (Rock, 1975). Enns (1968) expressed concern about perceptual inaccuracy and its consequences in educational contexts. He noted: "All of us act on the basis of our perceptions of the situations we are in, and that our perceptions are rarely, if ever, in complete correspondence with reality or with those of other people" (p. 287). Writers generally agree that perceptions can reasonably be considered as approximations of reality (Johns, 1988; Shaver, 1981).

As mentioned above, there are many factors that affect perceptions. It is generally accepted that perceivers' understandings of the world develop cumulatively as "perceptual structures" (Clement, 1978, p. 51). Hence, new information tends to be interpreted and assimilated within the framework of existing knowledge.

Personal qualities of the perceivers also exert powerful influences on understandings of organizational events. The impact of personality variables on perception appears to be considerable. The major personality tendencies that affect subjective or perceptual performance assessments include the following: leniency effect, the halo effect, and the central tendency effect (Johns, 1988).

Because of these problems, it is clear that obtaining accurate perceptual evaluations of performance is difficult. However, many researchers have also explored various methods for reducing perceptual errors and biases. The clarity of the questions in the research instrument and of the descriptors in the rating scale can help reduce some of the problems related to perceptual assessments. Overall, the quality of perceptual data depends upon the ability of respondents to identify and express their perceptions, the accuracy with which they perceive circumstances (Wrightsman, 1977), and the extent to which a variety of perceptual biases intervene in the perception process (Hochberg, 1978).

Leadership in Higher Education

Leadership is an essential element of the role of the chairperson and affects almost all of the functions performed within that role. Hersey and Blanchard (1988) stated that the successful organization has one major attribute that sets it apart from unsuccessful organizations -- "dynamic and effective leadership" (p. 85). The discussion below focuses on an overview of leadership theory. Following the discussion of leadership, the literature on department chairperson leadership is reviewed.

Leadership has interested researchers (Bennis, 1959; Bennis and Nanus, 1985; Kamm, 1982) as have few other facets of human behavior. Stogdill (1974) compiled a bibliography on leadership of no fewer than 4,400 entries. However, the phenomenon we refer to as "leadership" is not yet fully understood.

Definitions of Leadership

Researchers have been unable to reach to a consensus in defining leadership. The definitions in the literature comprise a broad spectrum. There is no clearcut agreement on the meaning of leadership under all circumstances. Stogdill (1974) observed that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept" (p. 7). This view is supported by many authors (Bennis and Nanus, 1985; McFarland, 1974; Pfeffer, 1978). Successive writers have added components and redefined others in an attempt to make the definition more complete and also consistent with current thoughts about leadership. Gibbs (1969), Hollander (1978), Koontz and O' Donnell, (1978), Pondy (1978), Tannenbaum, Weschler and Massarik (1961), Tead (1939), and Terry (1977) postulated similar definitions of leadership as the process of influencing people so that they willingly strive toward the achievement of group goals.

Theories of Leadership

There are numerous theories of leadership being expounded that include differences in opinion, methodology, explanations, and conclusions. Each has its advocates who profess that their particular theory is accurate. Although more is known today about leadership than ever before, there is still no complete and integrated theory of leadership that represents the totality of the concept. However, there are three basic approaches to the study of leadership: (a) the trait approach (Jacob, 1971; Sikula, 1973; Stogdill, 1973); (b) the situation approach (Fiedler, 1967; Halpin, 1966; Hencley, 1973; Sanford, 1951; Stogdill, 1948; Terry, 1977); and (c) the behavior approach (Halpin, 1966; Lipham, 1973).

The trait theorists held that since traits are inherited, certain people are born to be leaders; furthermore, since traits are carried in the genes, persons who are sufficiently endowed with the required traits could lead others better than those who are less well endowed. The trait lists include personality traits, social traits.

Subsequent to the increased dissatisfaction with the trait approach to understanding leadership, attention turned to the study of situations and the belief that leaders are the product of given situations. Leadership is strongly affected by the situations from which the leader emerges and in which he or she operates. Thus, in different situations leaders may show dissimilar characteristics. Persons who are leaders in one situation may not necessarily be leaders in other situations.

Most research concerning the behavior of leaders is derived from concepts developed by the members of the Personal Research Board at Ohio State University who also developed the Leader Behavior Description Questionnaire (LBDQ). In essence, the behavioral approach to leadership tends to focus upon the search for significant behavioral dimensions to be used in describing and delineating leadership behavior.

Styles of Leadership

Leadership style refers to how leaders behave, how they gain acceptance of their ideas, and how they wield power to mold organization members into a coherent entity. Different styles of leadership result in different relationships between leaders and their followers. Some earlier explanations of leadership styles classified them on the basis of how leaders use their authority. Three styles of leadership were identified by Lippitt and White (1966). They are the democratic, the authoritarian, and the laissez-faire styles. In the democratic style, group decisions are made by majority vote, equal participation is encouraged, and criticism and punishment are minimal. In contrast, with the authoritarian style of leadership, in which all decisions are made by the leader, the group is required to follow prescribed procedures under strict discipline, and the behavior and thinking of the group are dominated by the leader. The laissez-faire style of leadership scores lowest on nearly all counts. Lippitt and White (1966) concluded that democratic leadership produces less aggressive behavior among a group, less dependence on the leader, and more group initiative. Also, a group behaves more productively under democratic leadership than under the other two types. However, Tannebaum and Schmidt (1958) contended that leaders should not choose a strict authoritarian or democratic style but should be flexible enough to cope with different situations. McFarland (1974) discussed styles of leadership as being formal and informal. Three other distinct styles of leadership, were described by Moser (1957) as the nomothetic style, the idiographic style, and the transactional style. The nomothetic style is characterized by behavior that stresses goal accomplishment, rules, regulations, and centralized authority at the expense of the individual. Idiographic stresses the individuality of people, minimum rules and regulations, decentralized authority, and highly individualistic relationships with subordinates. Transactional stresses goal accomplishment, while also acknowledging individual need fulfillment.

Burns (1978) in his Pulitzer Prize winning book made a major contribution by proposing two types of leadership: transactional and transformational. He described transactional leadership as a process of "exchange of one thing for another" (p. 4) between leaders and followers. In contrast, transforming leadership, according to Burns (1978),

> while more complex, is more potent. The transforming leader recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual

> stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. (p. 4)

Transforming leaders have a supportive, caring attitude, their questions have a positive ring, they encourage other people to excel, and they reflect a grasp of mission, of common cause. The transforming leader is, "moral but not moralistic" (Burns, 1978, p. 455). His redefinition of the concept of leadership relates to a style of leadership appropriate to change and to the social and global complexities. Moreover, his observations on the new levels of mutuality between leaders and followers are seen as significant to a redefinition of leadership.

Burns (1978) stressed the leader as an individual. Bennis and Nanus (1985) looked at the leader in the context of the institution or the organizational culture. The concepts of both individuals have a number of features in common. Leadership is seen as an interactive process between leaders and their followers, rather than as an individual's manipulation of a group. According to Bass (1985), the transactional leader works within the organizational culture as it exists; the transformational leader changes the organizational culture. The transactional leader accepts and uses the rituals, stories, and role models belonging to the organizational culture to communicate its values; the transformational leader invents, introduces, and advances the cultural forms.

Leadership and Management

Management and leadership are often thought of as one and the same. However, Hersey and Blanchard (1988) argued that there is an important distinction between the two concepts. Management is "the process of working with and through individuals and groups and other resources to accomplish organizational goals" (p. 5). Leadership is a broader concept than management. They defined leadership as "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation" (p. 86). This distinction is subscribed to by Blake and Mouton (1981), Fiedler (1967), Koontz and Weihrich (1990), and Owens (1987).

Peterson and Mets (1987) have also distinguished between leadership and management. By management they referred to "the structure and process for implementing or executing these broad decisions" (p. 4). By leadership they referred to "the structure (positions, offices, and formal roles) and processes through which individuals seek to influence decisions" (p. 4).

In his classic work *Leadership in Administration*, Selznick (1957) argued that the leader is not just the manager; the leader is concerned with critical (as opposed to routine) decisions in the situation. Lucas (1989) supported this view by making a distinction between the chairperson as transformational leader, a challenging and exciting role, and the chairperson as manager, "a dreary job that leads to burnout" (p. 2). She advocated that a manager is different from a leader in that "a manager focuses primarily on maintaining the status quo, while a leader inspires others to a shared vision, thus empowering them so that extraordinary things can be achieved in an organization" (p. 6).

According to Duke (1986), leadership is distinguishable from management in part because of the extent to which it is capable of engaging the feelings, thoughts, and aspirations of the people in the organization. Moreover, he emphasized that leadership is perceived as well as exercised. According to Dressel (1981) leadership has been characterized as knowing where to go, whereas management has been characterized as knowing how to get there. However, he argued that it is not clear whether administration is leadership, management, or both.

Hodgkinson (1978) viewed leadership as synonymous with administration but differentiated from management. He observed:

> We mean by administration those aspects dealing more with the formulation of purpose, the value-laden issues, and the human component of organizations. By management, we mean those aspects which are more routine, definitive, programmatic, and susceptible to quantitative methods. (p. 5)

Hodgkinson (1983) argued that either leadership or administration is the moving of people towards goals through a system of organization. It can be done well or it can be done badly, or it can be done indifferently. To him "Administration is leadership. Leadership is administration" (p. 195).

Foster (1986) emphasized that hierarchical ranking has nothing to do with leadership. Leadership can spring from anywhere; it is not a quality that comes with an office or with a person. Rather, it derives from the context and ideas of individuals who influence each other. Leadership "involves the careful interplay of knowledge and action: knowledge of organizations and action on behalf of undistorted communication" (p. 187). In this respect, he emphasized that "we all can exercise leadership" (p. 187). Birnbaum (1988) also believed that "leaders are as dependent on followers as followers are on leaders" (p. 23). In the same vein, Bleedorn (1988) quoted Humphry (1981) who observed that "not everyone in a position of leadership is a leader, or has followers. Leadership is a quality, not a status" (p. 133).

Tucker (1984) mentioned that the term management, when used in connection with the operation of a college or university, tends to create uneasiness among some faculty members. Although the term can be defined in many ways, most definitions reflect the concern for accomplishing organizational goals and objectives by working with and through individuals and groups. In attempting to achieve organizational goals "the manager must perform such functions as planning, organizing, motivating, and controlling" (p. 387). In fact, the principles and processes of management, according to many writers, are applicable to all types of organizations, including educational institutions. Regardless of whether or not they are called managers, the persons responsible for carrying out the basic functions of management "must have a complete understanding of management functions as well as certain interpersonal skills" (p. 387).

Leadership has been defined above in general terms without reference to specific types of groups or organizations. The next section will focus on the leadership of department chairpersons.

Leadership of Department Chairpersons

Like most administrative entities, academic departments require leadership. Jennerich (1981) and Roach (1976) pointed out that first among those many roles of department chairs are responsibilities most commonly clustered under the rubric of "leadership." However, academic departments are highly diverse and complex organizations. As Cohen and March (1986) noted, the academic environment is an "organized anarchy" (p. 2). Calling for leadership is easy, performing it is difficult. Baldridge, Curtis, Ecker, and Riley (1978) and Birnbaum (1988) contended that leadership in colleges and universities may be more problematic than in other settings because of the dual control system, conflicts between professional and administration authority, unclear goals, and other special properties of normative professional organizations. Moreover, as Eble (1986) pointed out, the interaction between department chairpersons and faculty is both a source of satisfaction and frustration:

> Faculty want autonomy but request assistance, demand quick decisions yet belabor issues, seek power and authority but delegate decisions to administrators. Years of academic freedom have bred a work force of rugged individuals, people who vary widely in competencies, goals, energy, and general crankiness. (p. 2)

As well, Kotter (1985) claimed that this interdependence forces people, at least to some minimum degree, to interact with others. The diversity often makes it difficult during those interactions to agree on who should do what. And because of increased interdependence and the greater diversity, the kinds of leadership skills needed are much more complex. "There is no way that one can perform well in a leadership job today without a keen understanding of the diverse and interdependent milieu surrounding the job" (p. 39).

The literature reveals that leadership of department chairpersons plays an integral part in shaping the nature of their institutions. Hughes (1976) and Davies (1989) argued that academic leadership is still a prerequisite of departmental management. There is a need for strong academic leadership in departments. An effective department chairperson can help a department grow in professional stature in a way which maximizes each faculty member's potential for achievement. His or her leadership can contribute to the development of an atmosphere where each one can do his or her thing without forcing everyone else to go along. He or she can foster a climate which permits student interests to be represented.

In an era of rapid growth in higher education, with complex problems of academic planning, budgeting, and faculty development, strong administrative leadership is required at the departmental level if the interests of faculty are to be creatively integrated with the demands of institutional growth (Booth, 1972). Department chairpersons require leadership skills and abilities to accomplish most functions and tasks. They are responsible to the dean primarily for institutional matters and to their faculty members primarily for educational matters. In sum, the leadership role involves tasks related to (a) academic personnel: selecting, hiring, supporting, developing, evaluating, handling of unsatisfactory participants, promoting, and motivating faculty members; (b) program development: helping a department obtain a high level of professional excellence; and (c) curriculum and program offerings (Booth, 1982; Brann, 1972; Burgos-Sasscer, 1988; Hass and Collen, 1963; McLaughlin, Montgomery, & Malpass, 1975; Tucker, 1984); as well as obtaining funds for their department (Falk, 1979); and encouraging department morale, faculty satisfaction, and faculty productivity (Coltrin and Glueck, 1977).

Tucker (1984) has adapted Maccoby's (1977) four types of corporate leadership styles to the academic department and provides vivid descriptions of the spectator, the technician, the junglefighter, and the gamesman. Watson (1986) identified five roles of department chairpersons according to leadership style: intellectual leader; coordinator/ administrator; representative; resource mobilizer; and personnel administrator. Ahmann (1972) claimed that department chairpersons should be administrative activists. Finally, Wasserman (1986) observed that beliefs about what a department chair "can" and "can't do" influences administrative behavior (p. 70). She commented that a congruity between one's "beliefs and action" becomes manifest in the clarity of purposes, aims and goals on a personal level. Such a clarity on personal level can provide a basis for leadership in the department. However, Dedmon (1985) cautioned that "able chairpersons, those who do things, will not please everyone" (p. 18).

If colleges and universities are going to find creative, workable solutions to the myriad of problems ahead, serious attention will have to be paid to leadership development. Eble (1990a) concluded that "where there was little leadership, programs faltered" (p. 99). Nevertheless, elsewhere the same author claimed: "It is difficult to describe just what constitutes effective leadership. Like effective teachers, effective leaders come in all sizes and shapes, and have different styles and different ways of getting their way and helping others get theirs" (Eble, 1986, p. 1). Zirinsky and Pierose (1987) added that

> Leadership doesn't just happen, it develops in a context. Clarity of expectations and time to do the job are two necessary conditions for the leaders to meet the expectations others have for them. . . . Exactly what their leadership responsibilities are and what expectations are held of them are often a big mystery. (p. 85-86)

From the literature there is an impression that chairpersons are often seen as managers, even though they may not see themselves as such. Obviously deans and faculty members impose their expectations upon chairpersons regarding their behavior as leaders. It is, therefore, important to find out the perceptions of the role of department chairpersons in the reforming teacher colleges in Thailand, regarding these two aspects of administration--leadership and management.

The Role and Functions of Department Chairpersons

The foregoing literature indicates that the role of the department chairperson embraces both managerial and leadership aspects. In this section studies describing the role and responsibilities of the department chairperson are reviewed.

In the last several years, the role of chairperson has received attention. Many of the recent writings have elucidated the complexities and ambiguities of the role (Atwell and

Green, 1981; Bennett, 1983; Fisher, 1978; Heller, 1982; Tucker, 1984). However, most studies have come in the form of anecdotal speeches, professional papers, journal articles, with a few data-based studies interspersed. As Vavrus, Grady, and Creswell (1988) noted: "The literature on academic chairs tends to be largely descriptive and anecdotal, based on information from workshops and training programs" (p. 14). Nevertheless, the various roles of the department chairperson have been well documented. A series of dissertations and other studies have tried to characterize the enormous variety of tasks and duties that face department chairpersons in colleges and universities throughout the United States.

Ever since Doyle's (1953) study of the status and function of the chairperson, there has been a continuing pressure for authority that fits responsibility. Since then a number of studies have documented the discrepancy between role expectations of chairpersons and the expectations of those with whom they work. Some interesting papers emerged which can be seen as classics. These were published in a 1972 book: *The Department Chairs: A Complex Role*, edited by James Brann and Thomas A Emmet. In 1975 the American Council on Education published the work of Herbert Waltzer of Miami University in *The Job of the Academic Department Chairman.* These were the major efforts emphasizing the role and development of department chairperson prior to 1978.

Booth (1982) reported on the professional development of chairpersons and their role conflicts in a research monograph resulting from a series of workshops held between 1967 and 1969. The American Council on Education, in 1981, established the Departmental Leadership Institute and in 1984 published Allan Tucker's book *Chairing the Academic Department: Leadership Among Peers*, which was revised in 1992. He prepared a comprehensive analysis of the roles of chairs based on personal observations and his workshops for the Departmental Leadership Institute. Bennett (1983) reported case studies of chairs' situations from his workshops and seminars for the American Council on Education. Creswell, Wheeler, Seagren, Egly and Beyer (1990) provided personal views and perceptions of 200 chairpersons. Fifteen essential strategies, centering on the chairs' own professional development, their role as academic leader, and their approaches to interpersonal communication with faculty, were elaborated.

A variety of articles have examined the role, functions, and characteristics of the department chairperson (Brown, 1977; Delahanty, 1972; Heimler, 1967; McLaughlin, Montgomery & Malpass, 1975; McLaughlin, Montgomery & Sullins, 1977; Roach, 1976; Startup, 1976; Watson, 1986; Whitson & Hubert, 1982). Other studies have investigated the selection and evaluation of the chairpersons (Ehrle, 1975; Fenker, 1975; Hoyt & Spangler, 1979; Madron, Craig, & Mendel, 1976) as well as their leadership style (Coltrin & Glueck, 1977; Glueck & Thorp, 1974; Groner, 1978; Neumann & Boris, 1978).

The Responsibility of Department Chairpersons

This section reviews studies which relate to the tasks of department chairpersons at both college and university levels. Although the studies are mostly American, some studies done in Thailand are included.

The responsibilities of department chairpersons for the operation of their departments are complex. Studies of departmental organization suggest that the specific roles of a department chair number from 10 to more than 40 (Peterson, 1976; Tucker, 1984). Moreover research on the role and function of chairpersons has typically resulted in a list of tasks, responsibilities, and duties (Smart and Elton, 1976; Tucker, 1984). Brann (1972) argued that "when a chairman's duties are defined in writing, the resulting hodgepodge often resembles a laundry list of undone duties and responsibilities pulled together from throughout the institution" (p. 7). Consequently, when asked what a chairperson is supposed to do, Shtogren (1978a) asserted: "*Everything*" (p. 173).

Some authors (Brann, 1972; Koehnline and Blocker, 1972) claimed that chairs in community colleges have responsibilities far beyond those in four-year colleges and somewhat different than in large universities. However, Goldenberg (1990) concluded that all chairs new or experienced, arts and science or professional "share a common set of duties" (p. 17).

An early comprehensive study of the department chairperson was conducted by Doyle (1953) who surveyed department chairs at 33 private liberal arts colleges and grouped the data obtained into three categories: teaching and supervisory functions, administrative duties, and miscellaneous duties.

According to Heimler (1967), the responsibilities of college department chairs fell into three categories: administration, faculty leadership, and student advising. He compiled a list of 16 specific tasks which he thought the department chairperson should carry out. Gerber (1967) posited that the three important obligations of the English department chairperson are to develop the department's program, to improve the quality of teaching, and to build the staff. Siever (1969) found that the three groups -- deans, department chairs, and faculty members--at two universities generally agreed on three activities as the most important functions commonly assigned to chairs. They are the promotion of good teaching, stimulation of faculty research productivity, and recruitment of promising faculty.

Brann (1972) gave an example of what is expected of a chairperson in a large university as described in a Penn State faculty handbook. He listed 31 tasks under six categories: administrative, faculty, students, promotion and liaison, committees, and professional standing. Some studies conducted in community colleges (Koehnline and Blocker, 1972; Smith, 1972; Underwood, 1972) and in other two-year colleges (Johnson, 1976; O' Grady, 1973) listed similar categories of functions for chairs--faculty, student, curriculum, and resources. However, other studies conducted in university sectors listed up to eight categories similar to those found for colleges but including a research function (Dilley, 1972; Hoyt and Spangler, 1979; Kingston, 1972; McLaughlin, Montgomery, and Malpass, 1975; McLaughlin, Montgomery and Sullins, 1977; Smart and Elton, 1976; Startup, 1976). Waltzer(1975) identified the following: departmental, academic, faculty, student, external communication, budgetary, office management, and professional performance as chairs' responsibilities in universities.

During the 1980s, Bennett (1983), Lonsdale and Bardsley (1984), and Marshall (1984) conducted surveys in colleges. Lonsdale and Bardsley (1984) conducted a study which employed a questionnaire by the Task Force on Management Practices in Higher Education at the University of Nebraska-Lincoln which they adapted for use in Australian colleges. The main section of the questionnaire comprised 83 tasks subdivided into seven areas: (a) budgeting and financial control; (b) student relations and associated administration; (c) human relations and personnel administration; (d) curriculum and instruction; (e) personnel/professional development; (f) internal administration; (g) maintenance of internal/external relations. Winner (1989) developed a profile for the chair in community colleges which consisted of a description of seven roles and 48 functions, under the same headings as Lonsdale and Bardsley (1984). Other university related studies were done by Creswell, Seagren and Wheeler (1987); Kremer-Hayon and Avi-Itzhak (1986); Miller, Hotes, and Terry (1983); and Moses (1985). They all gave rise to similar lists of functions, tasks, and responsibilities.

Tucker (1984) identified 28 possible roles that chairs might assume, to some degree, at one time or another. He also classified eight categories of tasks and 54 duties that chairs face. The categories are similar to those discovered for universities. An interesting pattern emerges when comparing community college chairs with university chairs in terms of how they rate the importance of each of the responsibilities listed. They were asked to select the 10 responsibilities they considered most important. Both groups of chairs included the following five in their top 10, although not necessary in the same rank order: fostering of good teaching, maintenance of faculty morale, recruitment and selection of faculty, communication with the dean and upper level administration, and updating curriculum courses and programs.

Moses and Roe (1990) conducted an in-depth study of heads and chairs of an Australian university. They listed 40 functions under five main areas: administration, staff and student affairs, budget and resources, professional development of staff, and own academic activities.

In the *Chairperson's and Department Head's Manual* of Colorado State University, Herr (1991) described the role of the chair as a complex set of 32 sub-roles: "teacher, mentor, researcher, leader, planner, manager, advisor-counselor, mediator-negotiator, delegator, advocator, representer, communicator, evaluator, motivator, supervisor, listener, coordinator, anticipator, innovator, peacemaker, organizer, decision maker, problem solver, recommender, implementor, facilitator, entrepreneur, recruiter, peer-colleague, administrator, solicitor of gifts, and promoter" (p. 10). However, he cautioned that chairs do not have to perform all of these roles personally but could rely on the faculty and staff to help them: "Delegation of authority and tasks is an important duty in itself" (p. 10). Herr (1991) also grouped what chairpersons have to oversee under eight headings: departmental governance, instruction, faculty affairs, student affairs, external communication, budget and resources, office management, and professional development --61 tasks altogether.

Not surprisingly, Dedmon (1985), a university president, contended that the least significant, the most exasperating, but a most basic function of the chair position is the "housekeeping function" (p. 17)--scheduling, budgeting, approving, supplying, etc.

Obviously, under the same category or function, different authors used different terms. Lombardi (1974) concluded:

> Often the lists seem to be an aggregate of every conceivable duty that a chairman in some college is performing or that the compiler believes he should perform. As a result many lists are so lengthy that they appear horrendous. . . . No chairman could possibly perform all the functions. (p. 2)

However, although there is much research on the role and function of the department chairperson at the postsecondary level, Winner (1989) argued that

> it is difficult to identify a paradigm that fully describes those factors that would constitute the role and function of the department chairperson in the community college. It is even more difficult to find a paradigm that implements the described role and function of the chairperson in community colleges. (p. 20)

A comprehensive list of the department chairperson's responsibilities as identified by the authors referred to in this section is presented in Table C.2.1 (Appendix C) and is summarized in Table C.2.2 (Appendix C).

Studies Related to the Role of Department Chairpersons in Thailand

Several studies have been conducted on the role of Thai department chairs. Most have focused on the university. In general, the role of the chair in Thai colleges and universities is similar to the role of their counterpart elsewhere. Pibaltan (1989) indicated that the functions of chairs in Faculties of Education under the jurisdiction of the Ministry of University Affairs were: academic administration, personnel and office administration, and academic services for society. Chairs did less in the area of academic administration than expected by administrators, deans and chairs. Shayagul (1988) analyzed the functions of chairs in the eight campuses of Srinakharinwirote University. She found that most chairs in every faculty spent a great amount of time on instruction, general administration and student matters and a moderate amount of time on academic administration and personnel administration. Souylum (1989) reported that respondents (administrators, chairs, and faculty members) in Physical Education Colleges perceived that chairs worked most on academic matters, personnel administration, services, and office administration respectively. His study was supported by Rattanajaratrojn's (1990).

Studies of the role of the chair in teacher colleges have been undertaken before the transformational period. The roles of department chairs in the northeastern and central teacher colleges were surveyed by Suansawat (1984) and Rittirong (1980) respectively. Suansawat (1984) indicated that administrators, chairs, and faculty members in his study held high expectation of the role of the chair. Rittirong (1980) found that the functions of the chairs in Central teacher colleges were business and general administration, academic affairs, personnel administration, student affairs, and public relations in descending order of importance.

Several colleges have documents that describe the role of the chair; for example, Chantarakasem Teacher College classified the chair's role under two major categories: academic administration, and personnel administration--19 functions altogether. Chiengmai Teacher College identified 20 functions for chairs under three categories: administration, academic, and services. Petchaburi Teacher College listed 15 functions but did not provide the categories for them.

The next section of the literature focuses on the specific functions and tasks which chairpersons are normally expected to fulfill. It is organized around three major functional areas: academic, departmental unit, and external liaison.

Academic Responsibilities

The department chairpersons' academic responsibility is the most critical area and most frequently described in the literature. In other words, the department chairperson is expected to be first and foremost an academic leader. In recent years, a considerable amount of research attention has focused on the department chairperson as academic leader (Bailey, 1984; Bennett, 1983; Dressel, 1981; Heller, 1982; Knight & Holen, 1985; Thomas, 1977). The three main components regarding the academic responsibilities of department chairpersons are faculty matters, curriculum and instruction; and student matters. These are discussed below.

Faculty matters. The three key functions relating to faculty matters that department chairpersons have to address are: teaching, research, and service. Miller, Hotes, and Terry (1983) stated that within the area of faculty responsibility, the department chairperson is instrumental in interviewing and recommending new faculty for employment. They continue this staffing function through staff development, new faculty orientation, productivity assessment, and handling faculty conflict.

Teaching has been and will continue to be one of the main functions of colleges and universities. Common (1987) believed that teaching is an essential element of higher education. She stated that "universities would not be universities but rather, research institutes if teaching were not to occur" (p. 59). Improvement of teaching at higher education levels has been a critical issue throughout the world (Knapper, 1988; Bennett, 1986). The role of the department chairperson is crucial because they must take the lead in bringing department members together in ways that enable them to comfortably discuss their own experiences and insights as teachers. The department chairperson is in the best position to create a climate in which teaching is valued. In surveys administered by Lucas (1989) during workshops, almost a thousand department chairpersons were asked, "What would it take you to make yours a high-quality department?" One of the five responses elicited most frequently is related to faculty motivation: "Improve the quality of teaching in the department" (p. 6). Yet, many chairpersons felt they could do little in this regard.

Research has also played a key role in colleges and universities. Gray and Hoy (1989) noted the benefit faculty members may obtain from research. They contended that "research has always been valued highly and it is for research that lecturers are normally promoted, certainly to professorships. . . . It is by their research that they gain a reputation and through research they meet their peers in other situations" (pp. 39-40). Research and creative activities seem to play an increasing role in the assignment process and, in many departments, are necessary for promotion and tenure (Tucker, 1984).

The expectation that university faculty members display competence in both research and teaching is held by many scholars. For example, Enns, Harris, Holdaway, Jopling, and Kreisel (1986) stated that these two primary functions of universities cannot be sharply separated. Holdaway (1990) also confirmed the close relation between the two functions. He reported it was not accepted that "heavy involvement in one activity will necessarily have a negative impact upon the other" (p.13). This view was supported by Enns, Harris, Jopling, and Kreisel (1990). When addressing the issue of balance between teaching and research, Enns et al. (1986) stated: "What is not so clear is the proportion of each that may be appropriate for individuals in the various disciplines. In the natural science a strong emphasis in laboratory research is traditional. In the humanities the tendency has been to emphasize teaching" (p. 44).

McKeachie (1968) argued that the question of a balance between research and teaching is one which is of grave concern to almost every university department chairperson. He stated that "teaching is an important function of all departments, but in the university it is overshadowed by research" (p. 224). However, "research is an important function, and one of the criteria of success as a university department chairman is the research productivity of the departmental staff" (p. 224-225).

Clearly, the department chairperson is the one who can promote excellent teaching and faculty research and, more specifically, to promote a balance between the two.

In addition to teaching and research, public service is another function that chairs have to be aware of. Educational institutions can no longer stand apart from the community. Kaikai and Kaikai (1990) referred to Andrews (1989) and Mora and Giovannini (1989) and noted that educational institutions are being asked to be more accommodating to the needs of residents of their local communities and, in particular, to be more active in community development. Crosson (1983) pointed out that public service in return for public support has long been part of the history of higher education in the United States.

A definition of public service by the University of Massachusetts (1971, cited in Crosson, 1983) includes three major areas:

> 1. advice, information, and technical assistance to business, government, neighborhood groups, and individuals on problems which the university has competence to assist in solving;

> 2. research toward the solution of public policy problems,whether by individual or groups of faculty members or by the formal institutes and centers of the University;
> 3. conferences, institutes, seminars, workshops, short courses, and other nondegree-oriented upgrading and training for government officials, social service personnel, various professional people, business executives, and so on. (pp. 6-7)

Bennett and Chater (1984) noted that service activity may include membership on committees, participation in faculty governance activities, and relevant community and national projects. Bok (1986), Crosson (1983) and Kerr (1963) observed what differentiates "public" service activities from other research and teaching activities is that they are performed for groups that have not traditionally been involved with higher education. Although, as Crosson (1983) noted, public service is usually considered a distant third behind research and teaching, it is considered important to higher education.

At present, public service is gaining more and more status in higher education institutions because of scarce financial resources. Colleges and universities have to gain more public trust and support through community service in order to get funding from the government or private organizations. The chairperson of the department should encourage service to the community by creating an environment that supports creativity and community commitment. It is also the chairperson's function to establish a proper balance between teaching, research, and service.

In addition to the three main functions of the university in western countries: teaching, research, and service, cultural preservation and promotion is another key function of Thai colleges and universities. Kedutat and Srisa-an (1978) noted that the term "cultural preservation" first appeared in the Chulalongkorn University Act in 1943. Since then the words have been added to every university mission except that of the National Institute of Development Administration (NIDA). Government degree-granting colleges have also adopted the same four missions--education, research, public service, and cultural preservation--as government universities. Watson (1989) concluded that even though the philosophy of Thai higher education has undergone tremendous change in the past three decades, the preservation of Thai culture has been the hallmark of Thai universities. Unavoidably, the department chairperson has to support this function.

Among the many responsibilities of chairpersons regarding faculty matters, two more functions--professional development and faculty evaluation-- are important. Faculty development programs present institutions of higher education with opportunities to keep faculty current and to build excellence from within. Bennett and Chater (1984) claimed that "academic excellence is dependent on faculty vitality" (p. 41). Wilhite (1990) observed that one promising and economical approach to faculty development is by working through the academic department chairperson. Many other researchers have acknowledged faculty development as a legitimate function of the department chairperson (Bennett and Figuli, 1990; Bragg, 1981; Creswell, 1989; McKeachie, 1968; McLaughlin, Montgomery, and Malpass, 1975; Smart and Elton, 1976; Tucker, 1984).

Chairpersons occupy a unique position to help their faculty grow professionally. They work directly with faculty and are in constant contact with faculty needs and concerns (Creswell, 1989). Lonsdale and Bardsley (1984) reported that about one-half (n = 679) of chairpersons in their study considered the most important aspect of their role to be staff development and motivation.

According to Greenaway and Harding (1978) faculty development may be said to have four aims:

> 1. to help staff perform as effectively as possible in their existing roles; 2. to provide opportunities for staff to prepare themselves for changing duties and responsibilities; 3. to provide opportunities for staff members to equip themselves for increased responsibility and career advancement; 4. to enhance job satisfaction. (p. 13)

Small, Konrad, Hassen, and Pickard (1976) stated that although higher education institutions attempt to recruit people with the capacities and talents needed by these institutions, such a match is not always possible. Moreover, when educational needs are changed, they often necessitate the retraining or redevelopment of faculty members so that they can cope effectively with the new demands placed upon them. While many faculty members in higher education institutions are constantly engaged in personal programs for faculty development, Small, Konrad, Hassen, and Pickard (1976) stated that there is a growing need for a more systematic institutional approach to ongoing staff development of all staff members in higher education.

Tucker (1984) and Wilhite (1990) recognized the importance of chairperson involvement in the development of faculty. They identified three approaches which department chairpersons might use to develop their faculty members: the "caretaker," the "broker," and the "developer." However, Bennett (1986) argued that helping faculty members to grow and improve professionally is often time-consuming and can require great personal sensitivity. Moreover, Boice (1985) noted that while department chairpersons acknowledge their responsibility for the enhancement of faculty growth and development, they are often poorly prepared to assume this role.

Bennett (1990) stated that faculty evaluation is primarily the responsibility of the chair. Evaluation is important for several reasons, but the most important is probably the improvement of instruction. If educational institutions are student oriented and stress the value of learning, the improvement of teaching must be a vital concern. Evaluation may also be used for the purpose of granting tenure, ranking, or merit pay. Miller, Hotes and Terry (1983) mentioned that there are several specific purposes of faculty evaluation: (a) helping faculty to improve their performance; (b) making decisions on retention, tenure, salary and promotion; (c) guiding students in their selection of courses and instructors; (d) keeping an inventory of personnel resources for reassignment and retraining; (e) evaluating curricula, sequences, programs, departments, and units; (f) informing external audiences of faculty performance; and (g) conducting research on factors related to faculty performance.

Tucker (1984) observed that one basic purpose of evaluation has always been to provide faculty members with some measure of how well they are performing in their professional role so that they can improve their performance. Sooner or later, however, all evaluation activity must serve as a basis for decision making in matters of promotion, tenure, salary increases, and other benefits. He asserted that probably no other activity has more potential for strengthening or weakening the department over a period of years. The act of evaluation is clearly linked to promotion and tenure. The impact of faculty evaluation is pervasive. Students, faculty, and staff are all affected by it.

However, in even the best of circumstances, evaluation of faculty performance is one of the department chairperson's most difficult. Communication with each faculty member regarding what is expected and what will be evaluated is essential. Miller, Hotes and Terry (1983) agreed that one important prerequisite for a successful evaluation process is that faculty and supervisor agree as to what will be evaluated. Tucker (1984) stated that the performance areas to be evaluated should be: teaching, research and other creative activities, special assignments, service, and other university duties. He also claimed that the important point is that evaluation must be viewed as a "constructive" not a "destructive," act (p. 22). evaluation can and should have explicit positive purposes, in particular to help individuals to function effectively and to get more of what they want (Moses and Roe, 1990).

Moses and Roe (1990) argued that, however formalised and carefully organized the procedures are, evaluating staff performance requires considerable interpersonal and evaluative skills. There are numerous issues surrounding the task of assessing staff competence and effectiveness--issues that concern whether it is necessary, who should do it, and how it should be done. These issues have by no means been resolved. Edwards (1972) pointed out that difficulties arise because we touch on one of the sustaining "myths of academic life" (p. 27): that every faculty member is a professional, and consequently, his or her performance can certainly not be judged by administrators, and probably not by other professionals in the same field, since each academician has his or her own specialty. The implication is that "no one can really judge anyone else" (p. 27).

Regarding evaluation, Tucker (1984) argued that

> handled properly, evaluation can improve faculty morale and result in a strong, effective department. Handled improperly, evaluation can destroy morale, decrease the chances for the department's success in meeting objectives, and place the chairperson on the receiving end of a long succession of grievances. (p. 143).

Curriculum. Curriculum reflects the capabilities of the faculty. Monroe (1972) noted that the curriculum translates the objectives and functions of the institution into a system of formally organized learning experiences for guiding the learner and the teacher. Bennett (1990) believed that it is the chairperson who must gauge the integrity of the departmental or division curriculum in terms of its appropriateness to the institutional mission, to departmental faculty skills and talents, to equipment and library resources, to student ability, and to disciplinary developments. This view was supported by Cyert (1991), Sharma (1971), and Tucker (1984).

By efficiently managing its curriculum, a department can often effect savings in faculty time and instructional materials without compromising the quality of instruction or causing undue inconvenience to students. Conversely, if little or no planning time is devoted to the curriculum, the department may overextend its faculty, compromise its goals, and create morale problems that may be difficult to resolve. In other words, without planning, the teaching program may become inefficient, costly, and obsolete (Tucker, 1984).

As the administrative head of the department, the chairperson's role in encouraging, assisting, and managing improved curriculum is crucial. Department chairpersons should assure a balance in the diverse approaches to learning and varied sub-areas of instruction and scholarship represented in their discipline in order to respond to the need of the students and the college as a whole.

Student affairs. Another important facet of the duties of chairpersons concerns their relationship to students of the department. Doyle (1953) stated that teaching and guidance of students are major functions of the chair. Students are higher education's most important clients. Tucker (1984) believed that "without them there would be no universities and no departments" (p. 374). Tucker (1992) noted that "students are the department's lifeblood" (p. 141). Roach (1976) asserted: "No educational programs would exist if there were no students. Students' educational needs and concerns should receive the full attention of the department. Programs to recruit good students must be developed in conjunction with various agencies of the administration" (p. 21). Most institutions of higher learning depend on funds that are linked to the number of students enrolled. The ideal situation is when the department attracts enough students of good quality to ensure adequate funding and quality education.

Tucker (1992) noted: "Ironically, they (students) are both customers and products" (p. 141). The department has responsibilities to educate them, but it also has to satisfy them, or they will take their business elsewhere. "If the department fails to educate, it will be held accountable; if it fails to satisfy, it will lose student credit . Therein lies the chair's dilemma in dealing with students" (p. 141). Moreover, chairpersons should be aware of institutional policies and procedures concerning student misconduct and be prepared to use student advisory committees to manage student problems. Another duty requiring the attention of the chair entails recommendation of graduates to professional schools, government services, and positions in private enterprise (Doyle, 1953).

Other than Doyle's (1953) study, there is a paucity of literature dealing with chairpersons' role vis-a-vis students. The data from his study revealed that the chairperson's time was given to student instruction, counseling, and sponsorship of student activities. To these duties the chairperson devoted 22.2 hours per week of the total load of 39.3 hours, a median of 56.5 %. Moses and Roe (1990) reported that 46 % of department chairpersons in their study said they did not spend enough time with students.

Departmental Unit Responsibilities

Obviously many of the chairperson's duties deal with the bureaucratic needs of the department. In fact, quite frequently these needs usurp most of the chairperson's time.

The main components of departmental unit responsibilities are support staff, finance and resources, physical plant and materials, and a general category called routines.

Support staff. Departments are complicated organizations, and depend heavily on many different people to accomplish their separate duties. A large department may have a number of key staff people who do critical jobs. Tucker (1984) emphasized that clerical, administrative, and professional employees, known as support personnel, are "invaluable to the department chairperson in carrying out the department's functions" (p. 373). However, DeRosa and Wilson (1990) argued that the role of the department chairperson as manager of the staff (i.e., nonacademic personnel) is a less familiar one and, therefore, "can be more vexing" (p. 91). Riches (1984) and Park (1989) claimed that little research had been done regarding non-teaching staff.

Department chairpersons must have a clear understanding of the various policies and procedures governing nonacademic personnel if their departments are to run smoothly and their attention is not to be unnecessarily diverted from academic matters. Although specific policies may differ by institutions and by types of employee, DeRosa and Wilson (1990) noted that there are some basic elements common to all: recruiting and hiring staff, developing and evaluating staff, and disciplining and terminating staff.

The effective operation of a department is dependent upon the leadership of the department chairperson in all areas. The nonacademic support staff is central to this effort and the time and energy the department head devotes to this area will pay important dividends for the department as a whole (DeRosa and Wilson, 1990). It is important for the department chairperson to see that new employees know their duties, responsibilities, and their supervisor's expectations. These should serve as the basis for staff evaluation.

Finance and resources. Educational programs cannot exist without appropriate funds and it is the department chairperson's role to try to obtain these funds. In most departments, a key role of the chairperson is budget preparation, and resource allocation within the department. Budgeting is recognized as an essential function in the administrative process. Anderson (1976) posited that allocation of resources means budgets, and budgets mean money. It is in this issue that departments expect their department chairpersons to be effective.

Smith (1972) believed that the preparation of the department's budget is viewed as a highly essential activity. Upper echelon administrators, faculty members, and chairpersons agree that the chairperson should oversee the internal allocation of budget funds, and resolve conflicts among department faculty members. The overwhelming majority of deans in Moxley and Olson's (1988) study considered the ability to manage the budget as the chairperson's most essential skill.

Tucker (1984) pointed out that obtaining appropriate university resources for the department is one of the chairperson's more sensitive responsibilities: "Ability to compete successfully for institutional funds is often seen as an important indicator of a chairperson's leadership quality" (p. 297). Eble (1979) presented a similar view when he asserted that dealing with the budget is full of "vexing details and yet bears importantly upon everything else" (p. 28). According to Tucker (1984), the authority to allocate resources is "the most visible of the chairperson's levers of power" (p. 13), consequently, it must be used with great tact and courage. Among many of the suggestions, Tucker claimed that chairpersons who are responsible for preparing or supervising the preparation of budget requests "should have a general understanding of the budget process at all levels and of the sequence of events preceding appropriation for the institution as a whole" (p. 298). However, Moses and Roe (1990) argued that some staff members see the chairperson's major role as fighter on their behalf for a larger share of the institution's resources. They noted that these staff members assess the chairperson's merit mainly by success in that role, a view which Moses and Roe (1990) stated as unjustly limited. Currently, in many institutions a chairperson has a very minor role in resource acquisition. "Funds come in at the top and are filtered downwards, often by complicated mechanisms, and the department through its head gets what the group it belongs to--school or faculty--decides, usually by the operation of some formula" (p. 142).

Physical plants and materials. One of the department chairperson's responsibilities is the management of physical plant, facilities, and materials. In some particular departments, such as sciences, the job may require more work. Marland (1972) observed that "physical provision, equipment, and teaching 'materials' almost literally control the method and style of the teaching" (p. 55). All the efforts that the chairperson has made to promote effective curriculum and instruction will be hampered if the facilities of the department are inadequate. Waltzer (1975) also mentioned that the department chairperson's job is maintaining equipment and other department properties. Surprisingly, despite the vast amount of materials being published on the role and functions of department chairpersons, there is little or no literature relating to the particular role of chairpersons as managers of physical plant and facilities.

Other routines. As mentioned above, the departmental unit responsibilities consume a large part of chairpersons' time and also demand some of the less desirable duties. They have to manage the day-by-day routines of the department, including the maintenance of faculty records such as class lists, course outlines, reading lists, class schedules, teaching assignments, and classroom assignments. Although there is no common practice, chairpersons sometimes have to maintain students' academic and personal records as well. These result in unpopular "paper work" that the chairperson can hardly put away (McLaughlin, Montgomery and Malpass, 1975).

External Functional Area

Educational systems function in a particular cultural, social, economical, and political context. Since colleges or universities serve particular communities, there is direct interaction between them. "External functional area" includes those responsibilities relating to institutional, system, and community. Tucker (1992) claimed that departments do not exist in isolation. They depend on other offices or agencies for resources, for program approval, for policies that support them and for accreditation. Tucker (1984) stated that faculty members expect their chairperson to be a vigorous advocate of the department's programmatic and philosophical position. The chairperson must be an advocate in budget negotiations with the college and the central administration. However, chairpersons in McLaughlin, Montgomery, and Malpass's (1975) study reported that linkage tasks were both enjoyed and disliked. They liked the opportunity to work with others outside the department, but also experienced many frustrations in mediating departmental interests and the larger common good.

Not only have department chairpersons become the liaison between their department and other units in the institution, they have also become responsible for the relation between the institution and other organizations in the system. This engages them with other colleges, universities, and the government. Liaison facilitates the flow of information into and out of the department. It also involves coordinating activities with groups external to the department. Smart (1976) pointed out that faculty expect chairpersons to represent them in meetings with external groups so that the department's interests are served.

Communities today have a major impact on the working of postsecondary education institutions. Therefore, the chairperson is also responsible for the department's external communications with the community. As Tucker (1984) pointed out: "Outsiders flood the department chairperson's desk with requests for help and advice" (p. 11). Hoyt and Spangler (1979) reported that one of the three major types of responsibility of the chairperson is building the department's reputation. Furthermore, as Bennett and Figuli (1990) noted, since current financial constraints upon institutions of higher education are unlikely to disappear in the next decade, the entrepreneurship role of department chairpersons is needed in the future. They noted:

> Enterprising chairpersons will be exploring ways to forge relationships with the commercial world. Such support can come in the form of funds to support salaries and laboratory expenditures, replacements for obsolete

> equipment, scholarships, internships and placements for both students and graduates, and exchanges of faculty and business or industry employees. Creative uses of faculty members as consultants may well emerge as a way to relieve the excessive dependency on their institutions that many faculty now feel. (p. xv)

Gerber (1979, cited in Moxley and Olson, 1990) asserted: "Running an English department is like managing a K-Mart" (p. 51). Moxley and Olson (1990) claimed that colleges and universities now appear to be challenged by a perception of academia as "a place of business, not just a house of intellect" (p. 51).

In summary, it is obvious that the chairperson's role is complex. Consequently, it is important to survey their role in teacher colleges in the Thai context, specifically at this time of transformation.

Summary

This chapter reviewed the literature related to the role of the chairperson. Three major sections -- role theory, leadership, and the role and functions of chairpersons were discussed.

The chapter began with the discussion of the role in educational organization. It was noted that our behavior is motivated by our perception of ourselves, the world around us, and of mankind. The quality of perceptual data depends upon the capacity of respondents to identify and express their perceptions. Recognition of these problems resulted in a need to structure the study to minimize perceptual inaccuracy. The review of the literature indicated that regardless of the manner of appointment, the role of the chairperson is complex and marked with ambiguity and conflict.

The literature review component on leadership dealt with leadership concepts, leadership theories, leadership studies and related leadership studies on the role of chairpersons. It was noted that leadership scholars and researchers have not agreed on the definitions and concepts of leadership. The literature review clearly emphasized the effect that department chairperson's leadership role has on the future of his or her department. Chairpersons are responsible to their deans primarily for institutional matters and to their faculty members for educational matters. However, it is not as easy to run academic departments in universities labelled as "organized anarchy" where professional interests and individuals are relatively strong.

In the final section of the chapter, a review of literature related to the role and functions of chairpersons was provided. The chairperson is described in the literature as a key figure in the department. The role and functions of chairpersons vary from one writer to another and it is difficult to identify a paradigm that fully describes the role and functions of chairpersons. However, three major functional areas are common among the writers: academic, departmental unit, and external liaison. The structure of this chapter dealing with the chairperson's role is reflected in the conceptual framework for the study (Figure 1.2, p. 9) and in the design of the questionnaire.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

The research design and methodological procedures for the study are discussed in this chapter. The chapter is divided into six sections. They are research design, sampling and data collection, development of the questionnaires, pilot-test of he questionnaire, distribution and returns of questionnaire, procedures for data analysis.

Research Design

This study was descriptive in nature and was designed to investigate the perceptions of deans, faculty members, and department chairpersons regarding the role of the department chairperson. Data collection was achieved through self-administered questionnaires and face-to-face semi-structured interviews.

The descriptive survey technique and questionnaire approach to data collection were deemed to be appropriate for this study for a number of reasons. There are some advantages of the questionnaire approach. Vockel (1983) contended that the advantages of a questionnaire technique are that it collects data in response to specific questions and that all respondents answer within the same framework. Badia and Runyon (1982) noted that when questionnaires are "constructed properly, the data can be organized easily, tabulated, and analyzed" (p. 93). Bailey (1982) pointed out some advantages of questionnaires: "considerable savings of money, time savings, securing information which allows the respondent to consult his or her records and accessibility" (p. 156-157). Borg and Gall (1989) concluded: "With careful planning and sound methodology, the mailed questionnaire can be a very valuable research tool" (p. 423). However, many authors had different views about using questionnaire. For example, Berg (1989) argued that quantitative research refers to "counts and measures of things. . . . Certain experiences cannot be meaningfully expressed by numbers" (p. 3).

Sample Selection and Data Collection

Two united colleges were selected for this study. One is an urban united college--United Colleges of Rattanakosin located in Metropolitan Bangkok--and the other is a rural united college--United Colleges of Lanna located in the northern part of Thailand. The United Colleges of Lanna comprises four rural teacher colleges, while United Colleges of Rattanakosin consists of six urban teacher colleges. Four teacher colleges were then selected randomly by drawing two from each united college. They were Pranakorn Teacher College (PTC), Suan Sunandha Teacher College (STC), Uttaradit Teacher College (UTC), and Lampang Teacher College (LTC). The sample comprised all full-time academic staff members listed in 1991-1992 calendar from the four selected teacher colleges divided into three groups--deans, department chairpersons, and faculty members.

Characteristics of Participating Colleges

Selected characteristics of participating colleges are displayed in Table 3.1. All four colleges that participated in the study are under the jurisdiction of the Ministry of Education and offer bachelor degrees in teacher education and other fields. Among the four colleges, Pranakorn Teacher College is the longest established and had the largest enrollment of 9,690. However, Suan Sunandha Teacher College exceeded the others in the total number of academic staff, and non-academic staff. Generally, the selected colleges are similar in size and programs.

The range of departmental size across the sample was 4 to 16 academic staff and the average size across the four colleges ranged from 5.1 to 8.4. According to Wolverton (1990), a small department is one with no more than six full-time equivalent faculty members. Thus, most academic departments in the four colleges were considered small.

Table 3.2 indicates the educational background and academic rank of the full-time academic staff of each college. None of the faculty members were full professors and there were few associate professors. The numbers of assistant professors and lecturers in each

Table 3.1

Selected Characteristics of Participating Colleges

Institution Characteristics	PTC	STC	LTC	UTC
Year of establishment	1892	1937	1972	1936
Location	Bangkok	Bangkok	North	North
Total enrollment (1991 - 1992)				
Full-time	2,115	2,572	2,318	2,108
Part-time	7,575	4,889	2,636	2,911
Number of faculties	5	4	5	4
Number of academic departments	43	37	32	32
Number of supporting units	5 (+4)	6	8	6
FTE academic staff (1991 - 1992)	266	261	143	165
Part-time academic staff	19	52	20	15
Full-time non-academic staff	51	61	55	48
Part-time	78	76	57	77

Table 3.2

Education and Academic Ranks of Participating Institutes

College	Academic Rank			Educational Background			Total
	Assoc. Prof.	Assist. Prof.	Lecturer	Doctorate	Master's	Bachelor's	
PTC	3	64	199	9	168	89	266
STC	6	39	216	11	150	100	261
LTC	3	54	86	5	85	53	143
UTC	1	24	140	13	98	54	165

Note: PTC - Pranakorn Teacher College; STC - Suan Sunandha Teacher College; LTC - Lampang Teacher College; UTC - Uttaradit Teacher College.

college were approximately equal. About three-fifths of the faculty members in each college had master's degrees and one-fifth had bachelor's degrees. Five to 13 held doctorates. The remaining fifth were those who did not have a bachelor's degree.

Approval to Conduct the Research

In accordance with the requirements of the University of Alberta, the details of the research were submitted for research ethics review, in this case to an Ethics Review Committee of the Department of Educational Administration. The proposed study was assessed to have met the ethical standards for research on human subjects. Following receipt of ethical approval, a letter was sent to the Director-General of the Teacher Education Department in Thailand requesting permission to conduct the research in the four teacher colleges. Once approval was granted, an explanation of the study was sent to the president of each college in May 1992.

Development of the Questionnaire

In order to investigate role perceptions it is necessary to design instruments specifically for that purpose. Based on an extensive and critical review of the literature on the role of department chairpersons in colleges and universities, a questionnaire was developed. This review netted a number of functions which were grouped into three main categories. Each category contained a number of duties and responsibilities for the chairperson. These responsibilities were carefully scrutinized for relevance to the chairperson in teacher colleges in Thailand and for possible redundancy. Job descriptions for department chairs from some teacher colleges were also used as a guide. Overlapping items were eliminated and some changes made to several items so they would be more relevant to the chairperson in Thailand. Both leadership and management items were included.

Questionnaire items were developed not only from the literature but also from the recommendation of the supervisory committee and two graduate students in the Department of Educational Administration. The two graduate students chosen to review the English language version of the questionnaire draft have a particular interest and experience in postsecondary education. Since data collection was conducted in Thailand, the questionnaire was developed first in English and then translated into Thai. Only the Thai version of the questionnaire was used in data collection.

Three versions of the questionnaire were designed in order to meet the requirements of each group--chairs, deans, and faculty members. The questionnaires were basically the same, only differing in the demographic information and the instructions required for each group.

The questionnaire consisted of three parts:

Part 1. This part of the questionnaire was designed to collect information to describe some of the personal characteristics of the respondents. Respondents were asked to identify their faculty, gender, age, academic rank, academic degree, years of experience, years of administration experience, and number of faculty members in the department. Generally, this information was sought to provide an indication of the demographic composition of the sample.

Part 2. This part contained 74 items relating to the responsibilities of department chairpersons. Three main functional areas of the role of the chairperson were (a) academic, (b) departmental unit, and (c) external functional area. The academic functional area comprised faculty matters, student matters, and curriculum. Departmental unit functional area consisted of support staff, finance and resources, physical plant and materials, and other routines. External functional area related to representation and advocacy for the department. A six-part Likert-type scale was used to record perceptions of actual involvement and preferred performance for the role of the chairperson. Johnson and Dixon (1984) contended that the use of discrepancy format such as two Likert-type scales, one measuring the "perception of the degree to which the situation actually exists" and the other measuring the "perception of the extent to which the situation is desired to exist" (p. 564) is superior to a single-column Likert-type scale. The scale measured the perceived involvement of the chairperson. Responses ranged from 0 (no involvement) to 5 (very high involvement).

Part 3. This part contained open-ended questions to provide respondents with the opportunity to comment. It contained six open-ended questions pertaining to the role of the department chairpersons. It also required respondents to describe the problems (if any) confronted by chairpersons.

Pilot-test of the Questionnaire

A substantial effort was made in this study to ensure that the instruments developed actually addressed the intended areas. The pilot study provided important feedback about both the format and content of the questionnaire. More specifically, it provided useful information about questionnaire items and instructions.

Validity

If practitioners and other researchers are to derive benefit from a study, they must have confidence in the quality, or overall "trustworthiness" of the procedures and the resultant findings (Lincoln and Guba, 1985). The validity of a questionnaire refers to the issue of whether it actually measures what it purports to measure. Alreck and Settle (1985) argued that "validity" of measurement refers to the extent to which the instrument measures what it is supposed to measure. Validity requires both accuracy and consistency. Scates and Yeomans (1950, cited in Good, 1963, p. 282) suggested that judgement concerning the validity of a questionnaire and its parts may be addressed by asking if the questions are perfectly clear and unambiguous.

In order to validate the questionnaire, the question items were scrutinized by both the supervisory committee and two graduate students in the department of Educational Administration, who have had experience in college administration in Canada. Based on their suggestions, some question items were reworded, rewritten, eliminated and added.

The questionnaire was then translated into Thai. In order to maintain consistency between the English and the Thai versions, one Thai graduate student who is studying at the University of Alberta and one Thai lady who received her doctoral degree in education from the University of Alberta several years ago were requested to translate the Thai version of the questionnaire back into English without a previous review of the original English version.

The validation of the Thai questionnaire was employed by a procedure similar to the one used in the development of the English version. In this case, Mr. Gosinet and one Thai graduate student were requested to scrutinize the questionnaire items. Based on their suggestions, the questionnaire was revised for greater clarity.

In an effort to enhance the questionnaire's validity, two pilot-tests were conducted. In the first pilot-test, seven Thai graduate students who are studying at the University of Alberta and who are lecturers in Thai universities and teacher colleges were asked to complete the Thai pilot version of the questionnaire designed to be used in the major study. From their comments and recommendations, some improvements were made to the questionnaire. One question needed to be split into two items for clearer understanding and interpretation. The questionnaire was then sent to Chachoengsao Teacher College in Thailand to be piloted. From the result of the pilot-study, comments and recommendations, some items of the questionnaire were rewritten, and reworded. The final version of the questionnaire reflected the feedback from all pilot-tests.

Reliability

Reliability is concerned with the accuracy of measurement. Alreck and Settle (1985) stated that the meaning of reliability is freedom from random error. While validity requires both accuracy and consistency, reliability requires only consistency. Reliability refers to the consistency of measurement. LeCompte and Goetz (1982) stated that "reliability refers to the extent to which studies can be replicated" (p. 35). In practice, it is expensive, time consuming, and difficult to find participants willing to answer the questionnaire more than one time. The Guttman split-half test was utilized to estimate internal consistency using an odd-even split of items. The correlation coefficients for the sections of the instrument are shown in Table 3.3.

Table 3.3
Reliability Coefficients of the Questionnaire

Constituency	Coefficient alpha		Split-half	
	Pilot Test	Actual Questionnaire	Pilot Test	Actual Questionnaire
Part B. (Actual-74 items)	.98	.98	.99	.99
Part B. (Preferred-74 items)	.97	.98	.99	.99

Borg and Gall (1983 cited in Giles, 1987) stated that

> Reliability coefficients vary between values of .00 and 1.00, with 1.00 indicating perfect reliability. . . . The more closely a reliability coefficient is to the value of 1.00, the more the test is free of error variance and is a measure of the true differences among persons in the dimensions assessed by the test. (p. 56)

Giles (1987) stated " a reliability coefficient of .80 or greater has been deemed acceptable in most research studies" (p. 56). This study had a coefficient of 0.99 indicating that the questionnaire had satisfactory reliability.

Distribution and Returns of the Questionnaire

Questionnaires were mailed to a faculty member who agreed to act as agent at each college on May 21, 1992. A covering letter from the researcher outlined the purpose and significance of the study, guaranteed anonymity, and requested respondents to complete the questionnaire. About half of the questionnaires were collected by the researcher's spouse during June-July, 1992 when he went to collect his own research data in Thailand. These returned questionnaires were analyzed in order to be used as a guide for the interview questions. The researcher collected the rest of the questionnaires when she returned to conduct her interviews during September and October, 1992.

A total of 617 questionnaires were distributed. Returned questionnaires totaled 423 representing a return rate of 68.6%. A break down of respondents is provided in Table 3.4, 3.5, and 3.6.

One of the factors affecting valid generalizations from questionnaire data is the rate of questionnaire return. The goal in a questionnaire study is 100 % return, but that expectation can hardly be realistic. Ary, Jacobs and Razavieh (1990) contended that a more reasonable expectation is 75-90 %. But that statement is still very exacting. Previous researchers like Elfu (1991) and Ell (1988) were satisfied with return rates of 50% or 60%. Hence, the response rates for this study can be deemed to be satisfactory.

Characteristics of the Respondents

Initial demographic information of respondents is recorded in Tables 3.4, 3.5, and 3.6. Complete profiles of respondents are presented in Chapter 4. Table 3.4 shows that the highest number of respondents (157) are from Pranakorn Teacher College, followed by Uttaradit Teacher College (114), Suan Sunandha (85) and Lampang Teacher College (67). Table 3.5 reports the respondents by academic group of role. Overall, 15 deans, 88 chairpersons, and 320 faculty members completed the questionnaire. The data recorded in Table 3.6 show that from the total number of respondents, 147 (34.8%) are from the Faculty of Humanity and Social Sciences, 104 (24.6%) are from the Faculty of Science and Technology, and 98 (23.2%) are from the Faculty of Education. The respondents from the Faculty of Management Science, Industrial Arts, and Agriculture and Industry number 50 (11.8%), 17 (4.0%), and 7 (1.7%) respectively.

Table 3.4

Respondents by College
(n=423)

	Distributed	Returned	Percentage Returned
Uttaradit Teacher College	144	114	72.9
Lampang Teacher College	118	67	56.8
Pranakorn Teacher College	209	157	75.1
Suan Sunandha Teacher College	146	85	58.2
Total	617	423	
Percentage	100.00	68.56	

Table 3.5

Respondents by Role and College
(n=423)

	Deans	Chairs	Faculty	Total	Percentage
Uttaradit Teacher College	4	24	86	114	27.0
Lampang Teacher College	4	20	43	67	15.8
Pranakorn Teacher College	5	22	130	157	37.1
Suan Sunandha Teacher College	2	22	61	85	20.1
Total	15	88	320	423	100.0
Percentage	3.5	20.8	75.7		

Table 3.6
Respondents by Role and by Faculty (n=423)

	Deans	Chairs	Faculty	Total	Percentage
Education	3	17	78	98	23.2
Humanity and Social Science	4	33	110	147	34.8
Science and Technology	4	22	78	104	24.6
Management Science	3	13	34	50	11.8
Agriculture and Industry	0	1	6	7	1.7
Industrial Arts	1	2	14	17	4.0
Total	15	88	320	423	100.0
Percentage	3.5	20.8	75.7		

Interviews

Social science researchers advocate the use of multiple methods or triangulation (Brunner, 1982; Jick, 1979; Lawer, Nadler, and Cammann, 1980; Turner, 1981). An interview was considered an essential supplementary instrument for data collection for this study. The purpose of an interview is to gather descriptive data regarding the research problem at hand. Kerlinger (1967) pointed out that an interview can be used for three main purposes:

> One, it can be used as an exploratory device to help identify variables and relations, to suggest hypotheses, and to guide other phases of the research. Two, it can be used as the main instrument of the research. . . . Three, the interview can be used to supplement other methods used in a research study: to follow up unexpected results, to validate other methods, and to go deeper into the motivations of respondents and their reasons for responding as they do. (p. 468)

According to Gay (1987), interviews have the advantage of being flexible and may yield more accurate and honest responses since they allow the investigator to explain and clarify the questions. We interview people when we cannot directly observe the needed information such as feelings, thoughts and intentions (Patton, 1980). Borg and Gall (1983) believe that the semi-structured interview is the most appropriate for education studies. For one, it allows the use of initial responses to probe deeper in order to better understand the respondent's opinions and the reasons behind them. Moreover, it has the advantage of being reasonably objective.

The interview phase of this research, therefore, served, as noted by Gergen (1968), "to sharpen the focus within the general topic area" (p. 199). The interviews were intended to clarify information obtained from the questionnaire and to probe more deeply into the responses from the questionnaire. In addition, the interviews for this study provided an opportunity for respondents to discuss other aspects of the role of the chairperson that were not addressed in the questionnaire. The general interview guide approach identified by Patton (1980) was considered to be appropriate for this study. It features a list of questions generated prior to the interviews to ensure the same basic material is covered in each interview; however, it retains the freedom to explore areas of particular interest to either the interviewer or interviewee.

General guiding questions were developed following a preliminary review of data collected from the questionnaire. The analysis of those returned questionnaire (198 returned = 46.8%) generated several questions related to the role and problems of chairpersons. The interview schedule was designed especially to answer these questions. One member of the supervisory committee reviewed the interview questions. It was pilot-tested with three respondents--one dean, one chairperson and one faculty member at Chachoengsao Teacher College. Respondents were informed that their names would not be used and that discretion would be taken when identifying the position of the respondent, if the issue or comment was sensitive.

The interview schedule. The interviews were conducted over a four-week period of time between September 1 and October 10, 1992 that was split among the four teacher colleges.

A total of 20 interviews were conducted each of about one hour duration. Interviewees included four deans, 12 chairpersons, and four faculty members. In order to have a broad cross section of opinions, the interviewees were selected according to their experience in teaching and administration. For example, there was a chair with long experience in teaching and administration; a chair with long experience in teaching but little experience in administration; a chair with little experience in teaching and administration; and a chair with little experience in teaching but long experience in administration. The profile of interviewee respondents is represented by Table 3.7. They represented different departments. Most interviews were conducted in their natural setting--in the interviewee's office. However, due to staff schedules, several of the interviews were conducted in one centrally located office.

Data Analysis

Data from closed questionnaire items, open questionnaire items, and interviews were analyzed in the following manner.

Questionnaire Scaled Responses

Data gathered from the completed questionnaire were coded for statistical analysis and analyzed by means of the programs in the *Statistical Package for the Social Sciences* (Nie, Hull, Jenkins, Steinbrenner, and Bent, 1975). Various statistical techniques were applied to the data. Means and standard deviations were calculated to address the research questions regarding perceptions of the role of the chair. Statistical tests of inference were used to examine differences between data for various employee groups. The sample of deans, chairpersons, and faculty members from four teacher colleges was assumed to be representative of the population of deans, chairpersons, and faculty members from all 36 teacher colleges in Thailand. Also, the survey respondents (68.6%) was assumed to be representative of all staff members who received the questionnaire in the four teacher colleges. These assumptions could not be tested in this thesis research.

Table 3.7
Profile of Interviewees

Respondents	Teaching Experience	Administration Experience	Educational Background	Faculty	Department	Number of Faculty
Dean 1	33	(ch.-8) 4	MEd	Sciences	Physics	64
Dean 2	18	(ch.-4) 2	BEd	Humanities	Music	44
Dean 3	17	(ch.-4) 3	MEd	Humanities	Geography	55
Dean 4	15	(assoc dean-4) 1	EdD	Sciences	Industrial Art	40
Chair 1	30	7	MEd	Humanities	Geography	6
Chair 2	26	5	MEd	Humanities	Political Sc.	2
Chair 3	22	2	BSc	Sciences	Health Sc.	5
Chair 4	17	8	MEd	Sciences	Physics	11
Chair 5	17	6	MEd	Sciences	Physics	7
Chair 6	17	4	MEd	Humanities	Sociology	4
Chair 7	17	3	MEd	Education	Curr & Instr.	10
Chair 8	17	1	MEd	Humanities	Foreign Lang.	3
Chair 9	17	(ch.-4) 1	EdD	Education	Evaluation	5
Chair 10	14	1	MEd	Humanities	Foreign Lang.	16
Chair 11	8	2	BSc	Management	Mass Media	5
Chair 12	5	3	BSc	Management	Accounting	3
Faculty 1	24	(ch.-8)	MEd	Humanities	Thai Lang.	9
Faculty 2	23	(ch.-4)	MEd	Humanities	Physics	5
Faculty 3	22	(ch.-4, d.-4)	MEd	Humanities	Library Sc.	6
Faculty 4	20	none	MEd	Education	Educ. Found.	6

In order to test the significance for differences between means of two groups, the *t* test was used. Statistical significance for differences between means were tested using the Scheffé one-way analysis of variance test for instances of three or more groups. An orthogonal (varimax) factor analysis was performed to identify generic factors. The Kendall correlation analyses were performed to examine the degree of association between parallel sets of rank-ordered variables.

Qualitative Data Analysis

Content analysis was utilized as the primary means of analyzing the descriptive data from the open-ended questions and interview transcripts. Bogdan and Biklen (1982) stated that qualitative data analysis "involves working with data, analyzing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (p. 145).

Care was taken not to reduce the descriptive quality of the written responses to the open-ended questionnaire items. First, all different responses were assigned a separate code number. Following the coding of all responses, the researcher grouped similar responses into certain categories. These categories were subsequently collapsed into fewer classes, based upon the content of the response.

The 20 interviews were tape recorded, transcribed into a computer file, and then printed onto paper as transcripts. The content analysis of each transcript was guided by the research objectives as stated at the beginning of chapter one.

Each transcript was analyzed and coded by breaking it down into major categories and sub-categories. In general, these categories emerged directly from the interview questions; however, some of the information in the interviews suggested additional categories.

The major categories and sub-categories established through the analysis of the data were:

1. The position of chairs
    1.1. Job description
    1.2. Status of chairs
        1.2.1. Attitude toward the position
        1.2.2. Status of chairs
2. Appointment and professional development
    2.1. Qualifications
    2.2. Selection
    2.3. Term of office
    2.4. Training
3. Contributions and benefits
    3.1. Contributions of chairs to teacher colleges
    3.2. Actual benefits of chairs
    3.3. Other benefits of chairs
4. Problems faced by chairs
    4.1. Authority
    4.2. Budgets
    4.3. Personnel
    4.4. Management style
    4.5. Other problems
5. Recommendations

Summary

This study was survey research. Data were collected by means of a specially designed three-part questionnaire and through follow-up interviews. The questionnaire was piloted twice and was administered in May, 1992 in four teacher colleges in Thailand. Deans, department chairs, and faculty members were asked to identify the level of perception for actual and preferred involvement for the role of the chair. Four hundred and twenty-three usable questionnaires were obtained for an overall return rate of 68.6%. Twenty respondents were interviewed during September and October, 1992.

Quantitative data were analyzed through a variety of statistical procedures including calculation of means and standard deviations, *t* tests, one-way analysis of variance, factor analysis, and Kendall correlation coefficients. Open-ended question responses and interview data were subjected to content analysis.

CHAPTER 4

QUANTITATIVE FINDINGS

The main purpose of this study, restated briefly, was to survey the emerging role of the department chair in teacher colleges in Thailand. In this chapter, perceptions about the role of the chair obtained from chairpersons, deans, and faculty members are analyzed. This chapter provides information related to the first four research questions:

1. What are the perceptions of the actual and preferred involvement for the role of the chair held by chairpersons, deans, and faculty members?

2. What level of agreement exists in the perceptions of the actual and preferred involvement by chairpersons, deans, and faculty members regarding the role of chair?

3. What level of agreement exists in the perceptions among the three groups: chairpersons, deans, and faculty members?

4. In what ways are the perceptions of respondents related to demographic factors?

Profile of the Respondents

The profiles of the respondents--deans, chairpersons, and faculty members from the four colleges--are presented below in Table 4.1 - 4.3. These profiles summarize respondent characteristics by college, faculty, gender, age, academic rank, highest academic degree, years of teaching, and years of experience.

Characteristics of Chairpersons

There were 88 chairpersons who completed the questionnaires. Table 4.1 summarizes the demographic information about the chairpersons There were more female chairpersons (59.1%) than males (40.9%). The majority of the chairpersons (65.9%) were in the 40-49 age range. Seventeen chairpersons (19.3%) were 39 years old and younger, while 13 chairpersons were 50 years of age and older. At the time of the study a

Table 4.1
Demographic Data of Chairpersons

Characteristic	Frequency	Percentage
Gender		
Female	52	59.1
Male	36	40.9
Age		
39 and younger	17	19.3
40-49	58	65.9
50 and older	13	14.8
Academic Rank		
Instructor (Lecturer)	66	75.0
Assistant Professor	19	21.6
Associate Professor	3	3.4
Highest academic degree		
Bachelor's	25	28.4
Master's	59	67.1
Doctorates	3	3.4
Others	1	1.1
Years of teaching		
Less than 5	4	4.5
5-14	16	18.2
15-19	32	36.4
More than 19	36	40.9
Years of administration		
0	4	4.5
1	31	35.2
2-4	26	29.6
5-9	19	21.6
10-14	4	4.5
15-19	2	2.3
More than 19	2	2.3
Total	88	100.0

substantial majority of the chairpersons (75%) were lecturers, while 21.6% reported that they were assistant professors and 3.4% were associate professors. Most chairpersons (67.1%) held master's degrees. Twenty-five (28.4%) had bachelor's degrees as their highest degree and 3.4% doctorates. The data indicated that a great number of chairpersons (40.9%) have been teaching for more than 19 years. The next highest group (36.4%) were those who had served in the teaching profession for 15 to 19 years. Sixteen of 88 chairpersons (18.2%) indicated that they had 14 years or less of teaching experience.

The chairpersons were also asked to indicate their experience in administration. At the time of the study, 35.2% of the chairpersons had been in their position for only one year, 29.6% for two to four years, 21.6% for five to nine years, while 4.5% (4 out of 88) had less than one year of administrative experience.

Characteristics of Deans

Demographic data about the deans who completed the questionnaire are displayed in Table 4.2. The data show that 10 out of 15 (66.7%) of the deans are male, and 33.3% are female. The majority (60%) of deans were in the 40-49 age range, while 40% were in the 50-59 age group.

The majority of the deans (80%) have achieved a master's degree and held the rank of instructor (60%) or assistant professor (40%). Most deans (53.3%) have been teaching between 15 to 19 years. The second highest (40%) teaching experience of the deans was more than 19 years.

Deans were also asked to indicate their length of administrative experience. The data show that most deans (46.6%) had only one year of administrative experience, while 33.3% indicated that they had served in the administration for two to four years. While one dean reported having had no administrative experience, another indicated experience of more than 5-9 years.

The position of the dean is usually elected by faculty members. The change of the

Table 4.2
Demographic Data of Deans

Characteristic	Frequency	Percentage
Gender		
Female	5	33.3
Male	10	66.7
Age		
40-49	9	60.0
50-59	6	40.0
Academic Rank		
Instructor (Lecturer)	9	60.0
Assistant Professor	6	40.0
Highest academic degree		
Bachelor's	1	6.7
Master's	12	80.0
Doctorates	1	6.7
Others	1	6.6
Years of teaching		
10-14	1	6.7
15-19	8	53.3
More than 19	6	40.0
Years of administration		
0	1	6.7
1	7	46.6
2-4	5	33.3
5-9	1	6.7
10-14	1	6.7
Total	15	100.0

college as a whole which has not been compatible with human resource development, in addition to little or no new faculty recruitment gives rise to the appointment of deans who hold the rank of instructor. Thus, the criteria for dean election was mainly personal characteristics.

Characteristics of Faculty Members

As noted earlier, 320 faculty members returned the questionnaire. Table 4.3 summarizes the demographic information about the faculty members. The data show that more than half (59.4%) of the faculty members were female and 40.3% were male. As for the chairpersons and deans, most faculty members (61.9%) were in the 40-49 age range. About a quarter (26.2%) were 50 years and older, and only 11.6% were 39 years and younger. The greatest number of faculty members (76.6%) were lecturers, 21.6% were assistant professors, and only 5 (1.5%) were associate professors. The largest group of faculty members (69.1%) were those who had completed a master's degree, and 24.1% held only a bachelor's. Only 5.6% held a doctorate degree. More than half (51.9%) of the faculty members have been teaching for more than 19 years. The second highest group (30.3%) reported 15 to 19 years of teaching experience. Thirty-nine (12.2%) faculty members indicated 5-14 years of teaching experience.

Perceptions of Involvement for the Role of Chairpersons

Perceptions regarding the actual and preferred involvement for the role of the chair held by chairpersons, deans, and faculty members are displayed in Table 4.4. The findings were obtained using a six-point rating scale ranging from "no involvement," (0) to "very high involvement" (5). Means and standard deviations were calculated for each function.

As shown in Table 4.4, all respondents rated their perceptions of preferred involvement of every function higher than actual involvement for the role of the chair. That is to say, they wanted their chairperson to be more involved in each function than he or she was at the time of the study. However, with few exceptions, the mean scores of both

Table 4.3
Demographic Data of Faculty Members

Characteristic	Frequency	Percentage
Gender		
Female	190	59.4
Male	129	40.3
Not reported	1	0.3
Age		
39 and younger	37	11.6
40-49	198	61.9
50 and older	84	26.2
Not reported	1	0.3
Academic Rank		
Instructor (Lecturer)	245	76.6
Assistant Professor	69	21.6
Associate Professor	5	1.5
Not reported	1	0.3
Highest academic degree		
Bachelor's	77	24.1
Master's	221	69.1
Doctorates	18	5.6
others	3	0.9
Not reported	1	0.3
Years of teaching		
4 and less	17	5.3
5-14	39	12.2
15-19	97	30.3
More than 19	166	51.9
Not reported	1	0.3
Years of administration		
0	315	98.5
4 and less	3	0.9
5-9	2	0.6
Total	320	100.0

actual and preferred involvement had quite high standard deviations. This indicates divergence of views on these functions by the three different constituencies.

Perceptions of Actual Involvement for the Role of Chairpersons

Perceptions of actual involvement for the role of the chair held by chairs, deans, and faculty members are discussed in the following paragraphs. The discussion highlights the fifteen highest and the ten lowest scores of the actual involvement.

Perceptions of chairpersons. As shown in Table 4.4, the highest and lowest mean were 3.96 and 0.84. All the means of the ten highest scores were higher than 3.70. In order of means, chairpersons perceived that they were actually highly involved in the following functions: "supervising departmental expenditures"; "assign teaching duties to faculty"; "make annual departmental budget requests"; "facilitate the acquisition of textbooks and library materials"; "promote faculty member participation in departmental decision making"; "organize term schedules of courses"; "allocate instructional resources"; "provide counselling to students on academic matters"; "allocate budget within the department"; and "conduct department meetings."

Chairs also accorded moderately high means (over 3.50) of actual involvement to the following functions: "maintain essential departmental records"; "manage and supervise department physical facilities and equipment"; "promote the department's image and reputation"; "represent the department to the administration"; and "promote student involvement in department activities."

However, the involvement of the chairperson in many functions was viewed as minimal. With one exception, the ten lowest mean ratings were below 2.00. These functions dealt mainly with support staff (for example, "facilitate the recruitment of support staff," and assign duties to support staff); and some dealt with faculty matters (for example, "deal with unsatisfactory performance by faculty members," "manage conflict among faculty members," and "manage the recruitment and selection of new faculty.")

Table 4.4

Perceptions of Actual and Preferred Involvement for the Role of Chairpersons

	Functions		Chairs n=88		Deans n=15		Faculty n=314-319	
			Mean	S.D.	Mean	S.D.	Mean	S.D.
	1.Academic Functional Area							
	1.1 Faculty Matters							
1.	Assign teaching duties to faculty	A	3.90	1.08	3.80	1.01	3.57	1.28
		P	3.99	1.26	4.47	0.64	3.89	1.23
2.	Promote excellence in teaching	A	3.09	1.15	2.67	1.29	2.68	1.33
		P	4.47	0.82	4.60	0.51	4.27	1.00
3.	Assign student teaching supervising responsibilities	A	3.44	1.30	3.40	1.18	3.23	1.27
		P	3.98	1.13	4.53	0.64	4.07	1.08
4.	Assign responsibility for student advisees and academic counselling	A	2.97	1.56	3.00	1.41	2.96	1.45
		P	3.52	1.49	3.60	1.40	3.74	1.26
5.	Promote professional development of faculty	A	3.18	1.34	2.93	1.39	2.76	1.32
		P	4.46	0.73	4.27	0.70	4.33	0.95
6.	Promote research and publications of faculty	A	2.53	1.48	2.07	1.28	2.28	1.37
		P	4.38	0.78	4.20	0.94	4.16	1.01
7.	Facilitate management of grants and contracts	A	1.58	1.28	1.67	1.11	1.57	1.29
		P	3.83	1.18	4.00	1.07	3.84	1.09
8.	Facilitate faculty transformation	A	2.34	1.58	2.40	1.45	2.25	1.40
		P	3.97	1.25	4.07	1.10	4.08	1.00
9.	Manage the recruitment and selection of new faculty	A	1.82	1.73	2.07	1.28	1.68	1.46
		P	3.93	1.38	3.67	1.29	3.83	1.18
10.	Evaluate performance of faculty members	A	2.98	1.47	3.33	0.90	2.71	1.36
		P	4.31	0.90	4.47	0.92	4.19	0.98
11.	Make promotion recommendations for faculty	A	3.13	1.53	3.60	1.12	3.01	1.38
		P	4.34	1.02	4.33	0.90	4.24	1.00
12.	Manage grievance and complaints by faculty members	A	2.38	1.56	2.33	1.29	2.40	1.38
		P	3.51	1.31	3.67	1.29	3.78	1.16
13.	Deal with unsatisfactory performance by faculty members	A	1.44	1.36	1.47	1.36	1.65	1.36
		P	3.57	1.60	4.13	0.92	3.70	1.22
14.	Manage conflict among faculty members	A	1.94	1.54	1.87	1.36	1.75	1.37
		P	3.65	1.33	3.80	0.94	3.51	1.25
15.	Promote departmental morale	A	2.88	1.50	2.87	1.36	2.46	1.40
		P	4.31	1.04	4.53	0.52	4.23	0.96

Table 4.4 (continued)

	Functions		Chairs n=88		Deans n=15		Faculty n=314-319	
			Mean	S.D.	Mean	S.D.	Mean	S.D.
16.	Encourage faculty member participation in setting academic goals	A	3.35	1.27	2.87	1.55	2.66	1.46
		P	4.35	1.02	4.67	0.62	4.33	0.96
17.	Promote delegation of authority and responsibilities to departmental personnel and committees	A	3.13	1.41	3.27	1.62	2.72	1.42
		P	4.25	1.08	4.40	0.91	4.19	0.95
	1.2 Student Matters							
18.	Supervise the recruitment of students for the department	A	2.64	1.72	3.13	1.06	2.56	1.53
		P	3.89	1.45	4.07	1.44	3.98	1.23
19.	Promote greater accessibility of students	A	2.22	1.65	2.27	1.49	2.24	1.52
		P	3.65	1.56	3.67	1.72	3.66	1.23
20.	Supervise orientation programs for students	A	2.89	1.65	3.40	1.64	2.77	1.47
		P	3.77	1.48	3.80	1.78	4.02	1.17
21.	Establish departmental policies about students	A	2.91	1.57	3.27	1.53	2.59	1.42
		P	4.00	1.34	4.00	1.41	4.11	1.11
22.	Supervise evaluation of students	A	3.14	1.34	3.13	1.36	2.84	1.35
		P	4.02	1.26	4.07	1.39	4.06	1.04
23.	Provide counselling to students on academic matters	A	3.72	1.12	3.47	1.25	2.96	1.30
		P	4.31	1.10	4.40	1.35	4.16	1.05
24.	Provide counselling to students on occupational matters	A	3.33	1.31	3.13	1.30	2.68	1.30
		P	4.07	1.34	4.27	1.34	4.01	1.05
25.	Promote student involvement in department activities	A	3.48	1.31	3.27	1.34	3.10	1.31
		P	4.11	1.34	4.33	1.35	4.16	1.05
26.	Facilitate surveys of student needs and interests concerning curriculum and instruction	A	2.52	1.40	2.80	1.74	2.15	1.40
		P	3.89	1.31	4.20	1.32	4.00	1.04
27.	Manage grievance and complaints by students	A	2.57	1.53	2.87	1.36	2.39	1.35
		P	3.49	1.54	3.73	1.39	3.82	1.12
28.	Administer student awards program	A	2.64	1.65	2.80	1.61	2.44	1.54
		P	3.43	1.67	3.93	1.34	3.81	1.21
29.	Promote a high standard of student scholarship	A	2.13	1.48	2.20	1.70	2.04	1.45
		P	3.33	1.53	4.07	1.44	3.65	1.19
30.	Promote a positive learning climate for students	A	3.36	1.12	3.20	1.61	2.63	1.34
		P	4.24	0.99	4.33	1.35	4.21	0.97

Table 4.4 (continued)

	Functions		Chairs n=88		Deans n=15		Faculty n=314-319	
			Mean	S.D.	Mean	S.D.	Mean	S.D.
31.	Promote student-faculty relations	A	3.19	1.22	3.27	1.49	2.85	1.42
		P	4.08	1.11	4.40	1.30	4.14	0.97
32.	Facilitate employment of graduates	A	2.61	1.54	2.53	1.51	2.20	1.49
		P	4.00	1.28	4.13	1.30	3.89	1.18
	1.3 Curriculum							
33.	Promote the development of new programs	A	2.66	1.47	2.60	1.60	2.37	1.42
		P	4.01	1.26	4.67	0.62	4.12	0.97
34.	Facilitate the improvement of existing curriculum and programs	A	2.68	1.46	2.60	1.55	2.39	1.39
		P	3.99	1.21	4.60	0.74	4.10	0.97
35.	Supervise off-campus programs	A	2.32	1.61	2.33	1.59	2.29	1.47
		P	3.40	1.58	3.73	1.75	3.77	1.30
36.	Promote extra-curricular activities	A	3.05	1.37	3.07	1.22	2.69	1.29
		P	3.90	1.31	4.47	0.64	4.05	0.97
37.	Organize term schedules of courses	A	3.75	1.40	4.07	1.39	3.36	1.33
		P	4.17	1.35	4.73	0.59	4.34	0.93
38.	Facilitate the acquisition of text books and library materials	A	3.85	1.02	3.87	1.13	3.11	1.26
		P	4.39	0.88	4.87	0.35	4.31	0.94
39.	Allocate instructional resources	A	3.73	1.09	3.93	0.96	2.99	1.32
		P	4.39	0.90	4.67	0.62	4.29	0.93
40.	Promote the preparation of instructional material by faculty	A	3.47	1.19	3.33	1.18	2.81	1.37
		P	4.43	0.91	4.93	0.26	4.37	0.89
	2. Departmental Unit Functional Area							
	2.1 Support Staff							
41.	Facilitate the recruitment of support staff	A	1.15	1.53	1.80	1.94	1.54	1.45
		P	3.16	1.76	3.53	1.46	3.49	1.40
42.	Assign duties to support staff	A	1.38	1.50	2.00	1.77	1.76	1.51
		P	3.11	1.71	3.60	1.35	3.40	1.45
43.	Promote the development of support staff	A	1.09	1.35	1.73	1.71	1.52	1.43
		P	2.97	1.73	3.53	1.41	3.25	1.53
44.	Supervise and evaluate support staff	A	1.01	1.39	1.60	1.50	1.48	1.47
		P	2.91	1.80	3.80	1.32	3.28	1.51
45.	Deal with unsatisfactory performance of support staff	A	0.84	1.29	1.33	1.35	1.35	1.40
		P	2.83	1.91	3.40	1.40	3.24	1.55

Table 4.4 (continued)

	Functions		Chairs n=88		Deans n=15		Faculty n=314-319	
			Mean	S.D.	Mean	S.D.	Mean	S.D.
	2.2 Finance & Resources							
46.	Make annual departmental budget requests	A	3.90	1.28	3.47	1.19	3.38	1.31
		P	4.41	0.96	4.53	0.64	4.30	0.93
47.	Allocate budget within the department	A	3.72	1.36	3.33	1.63	3.19	1.43
		P	4.23	1.11	4.53	0.64	4.22	0.95
48.	Supervise departmental expenditures	A	3.96	1.21	3.53	1.55	3.26	1.40
		P	4.34	1.00	4.60	0.63	4.22	0.95
49.	Allocate faculty travel-research funds	A	2.50	1.60	2.73	1.79	2.29	1.52
		P	3.98	1.28	4.67	0.49	4.08	1.14
	2.3 Physical Plant & Materials							
50.	Develop long-range plans for physical plant and materials	A	2.44	1.58	2.33	1.54	2.29	1.43
		P	3.75	1.38	4.13	0.99	4.06	1.03
51.	Manage and supervise department physical facilities and equipment	A	3.56	1.25	3.33	1.11	2.89	1.34
		P	4.15	0.98	4.40	0.74	4.08	1.00
52.	Supervise the acquisition of supplies and equipment for office and classroom	A	3.25	1.44	3.00	1.31	2.69	1.38
		P	3.91	1.14	4.33	0.90	4.10	1.00
53.	Assign office and/or desk space for staff	A	2.80	1.59	2.67	1.72	2.61	1.50
		P	3.65	1.62	4.27	0.96	4.01	1.15
	2.4 Other Routines							
54.	Manage the daily operation of the department	A	3.32	1.29	2.87	1.46	2.50	1.49
		P	3.94	1.16	4.00	1.00	3.84	1.13
55.	Manage departmental correspondence	A	2.91	1.55	2.40	1.50	2.34	1.48
		P	3.43	1.52	3.67	1.11	3.57	1.24
56.	Maintain essential departmental records	A	3.65	1.05	2.87	1.36	2.76	1.39
		P	4.07	1.13	4.40	0.63	4.04	1.03
57.	Conduct department meetings	A	3.72	0.97	3.20	1.42	2.99	1.40
		P	4.24	0.88	4.47	0.74	4.07	0.96
58.	Manage evaluation of departmental activities	A	3.17	1.31	2.87	1.60	2.50	1.42
		P	4.02	1.18	4.53	0.74	3.94	1.04
59.	Promote faculty member participation in departmental decision making	A	3.84	1.03	3.20	1.15	2.97	1.44
		P	4.35	0.83	4.53	0.64	4.21	0.96

Table 4.4 (continued)

	Functions		Chairs n=88		Deans n=15		Faculty n=314-319	
			Mean	S.D.	Mean	S.D.	Mean	S.D.
	3. **External Functional Area**							
60.	Prepare departmental annual reports	A	2.81	1.64	2.40	1.68	2.27	1.53
		P	3.75	1.47	4.07	1.34	3.91	1.15
61.	Communicate department's needs to faculty	A	2.49	1.62	2.67	1.72	2.31	1.46
		P	3.71	1.35	4.47	0.74	3.96	1.07
62.	Communicate department's goals to students	A	2.77	1.48	2.87	1.30	2.34	1.44
		P	3.76	1.26	4.27	1.34	3.91	1.14
63.	Interpret and communicate college expectations to staff	A	2.72	1.52	2.80	1.52	2.42	1.43
		P	3.49	1.46	4.33	0.90	3.90	1.10
64.	Assign faculty for department and college committees	A	2.73	1.49	2.73	1.39	2.43	1.50
		P	3.59	1.49	3.80	1.15	3.75	1.13
65.	Represent the department to administration	A	3.51	1.40	3.33	1.63	3.16	1.47
		P	4.18	1.10	4.60	0.63	4.17	1.02
66.	Promote the involvement of faculty in cultural affairs	A	2.72	1.45	2.73	1.53	2.48	1.43
		P	3.61	1.28	3.80	0.94	3.75	1.10
67.	Support cultural activities within the college	A	3.28	1.23	3.07	1.16	2.78	1.32
		P	3.93	0.96	3.80	0.94	3.86	1.00
68.	Promote the relations of the college to other teacher colleges	A	2.85	1.34	2.47	1.55	2.44	1.38
		P	3.84	1.11	3.87	1.13	3.78	1.10
69.	Represent the department and college at professional meetings	A	3.10	1.30	3.33	1.18	2.99	1.38
		P	4.11	1.06	4.27	0.70	4.05	1.02
70.	Represent the department and college to the community and public	A	2.81	1.36	2.87	1.30	2.61	1.43
		P	3.85	1.19	4.20	0.78	3.90	1.10
71.	Promote faculty services to community	A	3.28	1.30	3.00	1.36	2.64	1.40
		P	4.11	1.16	4.33	0.82	3.99	1.05
72.	Promote the department's image and reputation	A	3.56	1.15	3.33	1.50	2.93	1.36
		P	4.31	1.00	4.80	0.41	4.20	1.05
73.	Promote liaison with external agencies and institutions	A	2.98	1.48	3.07	1.34	2.67	1.38
		P	3.97	1.26	4.40	0.83	4.00	1.08
74.	Solicit outside funding for departmental activities	A	2.13	1.45	1.53	1.25	1.99	1.53
		P	3.74	1.32	4.00	1.00	3.78	1.20

Perceptions of deans. Deans' perceptions regarding the actual involvement for the role of the chair are also displayed in Table 4.4. The highest and lowest mean ratings were 4.07 and 1.33. In general, deans' means ratings were lower than chairs'. The 10 highest means scores were higher than 3.40. Deans perceived that chairs were highly involved in the following functions: "organize term schedules of courses"; "allocate instructional resources"; "facilitate the acquisition of textbooks and library materials"; "assign teaching duties to faculty"; "make promotion recommendations for faculty"; "supervise departmental expenditures"; "provide counselling to students on academic matters"; "make annual departmental budget requests"; "assign student teaching supervising responsibilities"; and "supervise orientation programs for students."

Deans also rated the chairs' actual involvement moderately high (3.33) on these functions: "evaluate performance of faculty members"; "promote the preparation of instructional material by faculty"; "allocate budget within the department"; "manage and supervise department physical facilities and equipment"; and "represent the department to administration."

Like chairs, deans perceived that chairs were involved least in functions that focussed on support staff and certain faculty matters.

Perceptions of faculty members. Faculty members tended to rate the actual involvement for the role of the chair lower than deans and chairs. The highest and lowest means ratings were 3.57 and 1.35. The functions that had means scores higher than 3.00 were: "assign teaching duties to faculty"; "make annual departmental budget requests"; "organize term schedules of courses"; "supervise departmental expenditures"; "assign student teaching supervising responsibilities"; "allocate budget within the department"; "represent the department to administration"; "facilitate the acquisition of textbooks and library materials"; "promote student involvement in department activities"; and "make promotion recommendations for faculty."

Faculty members also obtained mean scores of over 2.90 for the following functions: "allocate instructional resources"; "conduct department meetings"; "represent the department and college at professional meetings"; "promote faculty member participation in departmental decision making"; and "assign responsibility for student advisees and academic counselling."

Faculty members shared the same perceptions as deans and chairs for the ten lowest mean ratings of actual involvement which were obtained for functions that focussed on support staff and faculty matters.

Perceptions of Preferred Involvement for the Role of Chairpersons

Perceptions of preferred involvement for the role of the chair from Table 4.4 are discussed in the following paragraphs. The discussion highlights the 15 highest and the 10 lowest scores of the preferred involvement.

Perceptions of chairpersons. The highest and lowest "preferred" mean ratings were 4.47 and 2.83. At the time that the teacher colleges were being transformed, the functions related to faculty members received the highest mean scores. Chairs perceived that they should be more involved in the following functions: "promote excellence in teaching"; "promote professional development of faculty"; "promote the preparation of instructional material by faculty"; "make annual departmental budget requests"; "facilitate the acquisition of textbooks and library materials"; "allocate instructional resources"; "promote research and publications of faculty"; "encourage faculty member participation in setting academic goals"; "promote faculty member participation in departmental decision making"; and "make promotion recommendations for faculty. High "preferred" means (over 4.30) were obtained also on functions that focussed on finance and resources, faculty matters, student matters, and external matters.

However, the preferred level of involvement of the chairperson in many functions was minimal. The five lowest "preferred" mean ratings all focussed on support staff; for example, "deal with unsatisfactory performance of support staff." The next five lowest mean ratings dealt with student matters, curriculum, and external matters.

Perceptions of deans. In general, deans had higher means on most functions than chairs. The highest and lowest mean ratings were 4.93 and 3.40. Deans accorded the highest preferred mean ratings on the following functions: "promote the preparation of instructional material by faculty"; "facilitate the acquisition of textbooks and library materials"; "promote the department's image and reputation"; "organize term schedules of courses"; "encourage faculty member participation in setting academic goals"; "promote the development of new programs"; "allocate instructional resources"; "allocate faculty travel-research funds"; "promote excellence in teaching"; and "facilitate the improvement of existing curriculum and programs." Deans also obtained high "preferred" mean ratings (over 4.50) on functions that focussed on finance and resources, faculty matters, and external affairs.

Deans held similar perceptions to chairs for the least preferred involvement. For example, the four lowest mean ratings were obtained for the functions that focussed on support staff. The next six lowest mean ratings dealt with faculty matters, student matters, and curriculum.

Perceptions of faculty members. Faculty members responses had means similar to those of the chairs. The highest and lowest mean ratings were 4.37 and 3.24. Faculty members obtained high preferred mean ratings on the following functions:"promote the preparation of instructional material by faculty"; "organize term schedules of courses"; "promote professional development of faculty"; "encourage faculty member participation in setting academic goals"; "facilitate the acquisition of textbooks and library materials"; "make annual departmental budget requests"; "allocate instructional resources"; "promote excellence in teaching"; "make promotion recommendations for faculty"; and "promote departmental morale." Faculty members also obtained high "preferred" mean ratings on functions that focussed on finance and resources, student matters, and other routines.

Faculty members held similar perceptions to chairs and deans for the least preferred involvement. The five lowest mean ratings were obtained for the functions that focussed on support staff. The next five lowest mean ratings dealt with faculty matters, other routines, and student matters.

Comparison of Perceptions

Comparison of Perceptions of Actual and Preferred Involvement

The Kendall correlation analysis performed on the overall rankings of the 74 item means for perceptions of the actual and preferred involvement for the role of the chair indicated a moderate degree of positive association between actual and preferred rankings in case of all three constituencies. The correlation coefficients between the actual and preferred involvement by chairpersons, deans, and faculty members were .58, .47, and .52 respectively. All coefficients were statistically significant beyond the .01 level.

Table C.4.1 (Appendix C) displays the significant differences identified in the *t* test of the perceptions of actual and preferred involvement for the role of the chair. The level of significance was set at the .05 level to identify distinct pairs of means. In every case, except one for chairpersons and two for deans, there was a statistically significant difference between perceptions of actual and preferred. Generally, preferred involvement exceeded actual involvement.

Chairpersons reported one function that was identified as having no significant difference: "assign teaching duties to faculty." Deans reported two functions that were identified as having no significant differences: "supervise orientation programs for students," and "organize term schedules of courses." Not surprisingly, and in line with the assessments by the other constituencies, mean ratings of perceptions of faculty members displayed significant differences between actual and preferred level of involvement of chairpersons in all 74 functions.

Comparison of Respondent Groups

Comparison of actual involvement for the role of chairpersons. The comparison of the perceptions of the actual involvement for the role of the chair, by all respondents revealed a vivid picture of the performance of the chairperson from three perspectives--chairpersons, deans, and faculty members.

Based on the responses of the different groups, item means were rank ordered to illustrate the priority of the different functions. The rankings of perceptions of the actual involvement for the role of the chair by chairpersons, deans, and faculty members are shown in Table 4.5. Generally the three groups saw the role of the chair in much the same way since the rank orders of functions are similar. This was confirmed by the Kendall rank order test which produced correlation coefficients between chairpersons and deans; chairpersons and faculty; and faculty and deans of .72, .78, and .79 respectively. All coefficients were statistically significant beyond the .01 level.

Further inspection revealed similarities in the top fifteen functions. However, there remained some important differences between groups in the case of certain functions. These were revealed by ANOVA as shown in Table C.4.2 (Appendix C). In fact, 37 of the 148 (exactly a quarter) showed intergroup differences. Of greatest interest is the fact that 30 of the 37 differences indicated chairs' scores significantly greater than faculty members' scores. By contrast there were only five cases where significant differences were found between chairs and deans. This shows that perceptual differences occurred mainly between chairs and faculty and in these cases faculty perceived significantly less involvement than did chairs. This indicates a working relations problem between chairs and faculty members. Whereas deans viewed chairs work consistently with chairs themselves, faculty members appeared to out of touch with the contribution to management and leadership by chairs.

Table 4.5
Comparison of Perceptions of Actual Involvement for the Role of Chairpersons

	Functions	Chairs		Deans		Faculty	
		Mean	Rank	Mean	Rank	Mean	Rank
48.	Supervise departmental expenditures	3.96	1	3.53	6	3.26	4
1.	Assign teaching duties to faculty	3.90	2.5	3.80	4	3.57	1
46.	Make annual departmental budget requests	3.90	2.5	3.47	7.5	3.38	2
38.	Facilitate the acquisition of text books and library materials	3.85	4	3.87	3	3.11	8
59.	Promote faculty member participation in departmental decision making	3.84	5	3.20	23	2.97	14
37.	Organize term schedules of courses	3.75	6	4.07	1	3.36	3
39.	Allocate instructional resources	3.73	7	3.93	2	2.99	12
23.	Provide counselling to students on academic matters	3.72	9	3.47	7.5	2.96	15.5
47.	Allocate budget within the department	3.72	9	3.33	14	3.19	6
57.	Conduct department meetings	3.72	9	3.20	23	2.99	12
56.	Maintain essential departmental records	3.65	11	2.87	38.5	2.76	24.5
51.	Manage and supervise department physical facilities and equipment	3.56	12.5	3.33	14	2.89	18
72.	Promote the department's image and reputation	3.56	12.5	3.33	14	2.93	17
65.	Represent the department to administration	3.51	14	3.33	14	3.16	7
25.	Promote student involvement in department activities	3.48	15	3.27	19.5	3.10	9
40.	Promote the preparation of instructional material by faculty	3.47	16	3.33	14	2.81	21
3.	Assign student teaching supervising responsibilities	3.44	17	3.40	9.5	3.23	5
30.	Promote a positive learning climate for students	3.36	18	3.20	23	2.63	35
16.	Encourage faculty member participation in setting academic goals	3.35	19	2.87	38.5	2.66	33

Table 4.5 (continued)

	Functions	Chairs		Deans		Faculty	
		Mean	Rank	Mean	Rank	Mean	Rank
24.	Provide counselling to students on occupational matters	3.33	20	3.13	26	2.68	30.5
54.	Manage the daily operation of the department	3.32	21	2.87	38.5	2.50	40.5
67.	Support cultural activities within the college	3.28	22.5	3.07	29	2.78	22
71.	Promote faculty services to community	3.28	22.5	3.00	32	2.64	34
52.	Supervise the acquisition of supplies and equipment for office and classroom	3.25	24	3.00	32	2.69	28.5
31.	Promote student-faculty relations	3.19	25	3.27	19.5	2.85	19
5.	Promote professional development of faculty	3.18	26	2.93	34	2.76	24.5
58.	Manage evaluation of departmental activities	3.17	27	2.87	38.5	2.50	40.5
22.	Supervise evaluation of students	3.14	28	3.13	26	2.84	20
11.	Make promotion recommendations for faculty	3.13	29.5	3.60	5	3.01	10
17.	Promote delegation of authority and responsibilities to departmental personnel and committees	3.13	29.5	3.27	19.5	2.72	26
69.	Represent the department and college at professional meetings	3.10	31	3.33	14	2.99	12
2.	Promote excellence in teaching	3.09	32	2.67	50	2.68	30.5
36.	Promote extra-curricular activities	3.05	33	3.07	29	2.69	28.5
10.	Evaluate performance of faculty members	2.98	34.5	3.33	14	2.71	27
73.	Promote liaison with external agencies and institutions	2.98	34.5	3.07	29	2.67	32
4.	Assign responsibility for student advisees and academic counselling	2.97	36	3.00	32	2.96	15.5
21.	Establish departmental policies about students	2.91	37.5	3.27	19.5	2.59	38

Table 4.5 (continued)

	Functions	Chairs		Deans		Faculty	
		Mean	Rank	Mean	Rank	Mean	Rank
55.	Manage departmental correspondence	2.91	37.5	2.40	57	2.34	52.5
20.	Supervise orientation programs for students	2.89	39	3.40	9.5	2.77	23
15.	Promote departmental morale	2.88	40	2.87	38.5	2.46	43
68.	Promote the relations of the college to other teacher colleges	2.85	41	2.47	55	2.44	44.5
60.	Prepare departmental annual reports	2.81	42.5	2.40	57	2.27	59
70.	Represent the department and college to the community and public	2.81	42.5	2.87	38.5	2.61	36.5
53.	Assign office and/or desk space for staff	2.80	44	2.67	50	2.61	36.5
62.	Communicate department's goals to students	2.77	45	2.87	38.5	2.34	52.5
64.	Assign faculty for department and college committees	2.73	46	2.73	47	2.43	46
63.	Interpret and communicate college expectations to staff	2.72	47.5	2.80	44	2.42	47
66.	Promote the involvement of faculty in cultural affairs	2.72	47.5	2.73	47	2.48	42
34.	Facilitate the improvement of existing curriculum and programs	2.68	49	2.60	52.5	2.39	49.5
33.	Promote the development of new programs	2.66	50	2.60	52.5	2.37	51
18	Supervise the recruitment of students for the department	2.64	51.5	3.13	26	2.56	39
28.	Administer student awards program	2.64	51.5	2.80	44	2.44	44.5
32.	Facilitate employment of graduates	2.61	53	2.53	54	2.20	62
27.	Manage grievance and complaints by students	2.57	54	2.87	38.5	2.39	49.5
6.	Promote research and publications of faculty	2.53	55	2.07	64.5	2.28	58

Table 4.5 (continued)

	Functions	Chairs		Deans		Faculty	
		Mean	Rank	Mean	Rank	Mean	Rank
26.	Facilitate surveys of student needs and interests concerning curriculum and instruction	2.52	56	2.80	44	2.15	63
49.	Allocate faculty travel-research funds	2.50	57	2.73	47	2.29	56
61.	Communicate department's needs to faculty	2.49	58	2.67	50	2.31	54
50.	Develop long-range plans for physical plant and materials	2.44	59	2.33	60	2.29	56
12.	Manage grievance and complaints by faculty members	2.38	60	2.33	60	2.40	48
8.	Facilitate faculty transformation	2.34	61	2.40	57	2.25	60
35.	Supervise off-campus programs	2.32	62	2.33	60	2.29	56
19.	Promote greater accessibility of students	2.22	63	2.27	62	2.24	61
29.	Promote a high standard of student scholarship	2.13	64.5	2.20	63	2.04	64
74.	Solicit outside funding for departmental activities	2.13	64.5	1.53	72	1.99	65
14.	Manage conflict among faculty members	1.94	66	1.87	67	1.75	67
9.	Manage the recruitment and selection of new faculty	1.82	67	2.07	64.5	1.68	68
7.	Facilitate management of grants and contracts	1.58	68	1.67	70	1.57	70
13.	Deal with unsatisfactory performance by faculty members	1.44	69	1.47	73	1.65	69
42.	Assign duties to support staff	1.38	70	2.00	66	1.76	66
41.	Facilitate the recruitment of support staff	1.15	71	1.80	68	1.54	71
43.	Promote the development of support staff	1.09	72	1.73	69	1.52	72
44.	Supervise and evaluate support staff	1.01	73	1.60	71	1.48	73
45.	Deal with unsatisfactory performance of support staff	0.84	74	1.33	74	1.35	74

Comparison of preferred involvement for the role of chairpersons. Based on the responses of the different groups, item means were rank ordered to illustrate the priority of the different functions. The rankings of perceptions of the preferred involvement for the role of the chair by chairpersons, deans, and faculty members are shown in Table 4.6. Generally the three groups saw the role of the chair in much the same way since the rank orders of functions are similar. This was confirmed by the Kendall rank order test which produced correlation coefficients between chairpersons and deans; chairpersons and faculty; and faculty and deans of .60, .76, and .66 respectively. All coefficients were statistically significant beyond the .01 level.

Further inspection revealed similarities among constituent groups in perceptions of most functions. The ANOVA test shown in Table C.4.2 (Appendix C) revealed only three differences between faculty members and chairs, and three differences between deans and chairs. This suggests that the three groups had the same preferences for the role of the chair.

Comparison of Discrepancy Between Perceptions of Actual and Preferred Involvement for the Role of Chairpersons

These comparisons, between the perceptions of actual and preferred involvement illustrate clearly the difference between what the chair actually did, and what they were expected to do. The value of comparing the perceptions of these mean differences is that functions perceived as needing most improvement are revealed.

Table 4.7 displays the rankings of the mean difference between the perceptions of the "actual" and "preferred" involvement for the role of the chair by the three constituencies. The Kendall correlation analysis was conducted on these rankings. The results reflected a moderate degree of positive association among the perception rankings by the three constituencies. The correlation coefficients between chairs and deans; chairs

Table 4.6
Comparison of Perceptions of Preferred Involvement for the Role of Chairpersons

	Functions	Chairs		Deans		Faculty	
		Mean	Rank	Mean	Rank	Mean	Rank
2.	Promote excellence in teaching	4.47	1	4.60	10.5	4.27	8
5.	Promote professional development of faculty	4.46	2	4.27	38	4.33	3.5
40.	Promote the preparation of instructional material by faculty	4.43	3	4.93	1	4.37	1
46.	Make annual departmental budget requests	4.41	4	4.53	15.5	4.30	6
38.	Facilitate the acquisition of textbooks and library materials	4.39	5.5	4.87	2	4.31	5
39.	Allocate instructional resources	4.39	5.5	4.67	6.5	4.29	7
6.	Promote research and publications of faculty	4.38	7	4.20	42	4.16	20
16.	Encourage faculty member participation in setting academic goals	4.35	8.5	4.67	6.5	4.33	3.5
59.	Promote faculty member participation in departmental decision making	4.35	8.5	4.53	15.5	4.21	13.5
11.	Make promotion recommendations for faculty	4.34	10.5	4.33	32.5	4.24	9
48.	Supervise departmental expenditures	4.34	10.5	4.60	10.5	4.22	11.5
10.	Evaluate performance of faculty members	4.31	13.5	4.47	21	4.19	16.5
15.	Promote departmental morale	4.31	13.5	4.53	15.5	4.23	10
23.	Provide counselling to students on academic matters	4.31	13.5	4.40	26.5	4.16	20
72.	Promote the department's image and reputation	4.31	13.5	4.80	3	4.20	15
17.	Promote delegation of authority and responsibilities to departmental personnel and committees	4.25	16	4.40	26.5	4.19	16.5
30.	Promote a positive learning climate for students	4.24	17.5	4.33	32.5	4.21	13.5
57.	Conduct department meetings	4.24	17.5	4.47	21	4.07	30.5

Table 4.6 (continued)

	Functions	Chairs		Deans		Faculty	
		Mean	Rank	Mean	Rank	Mean	Rank
47.	Allocate budget within the department	4.23	19	4.53	15.5	4.22	11.5
65.	Represent the department to administration	4.18	20	4.60	10.5	4.17	18
37.	Organize term schedules of courses	4.17	21	4.73	4	4.34	2
51.	Manage and supervise department physical facilities and equipment	4.15	22	4.40	26.5	4.08	28
69.	Represent the department and college at professional meetings	4.11	24	4.27	38	4.05	34.5
71.	Promote faculty services to community	4.11	24	4.33	32.5	3.99	42
25.	Promote student involvement in department activities	4.11	24	4.33	32.5	4.16	20
31.	Promote student-faculty relations	4.08	26	4.40	26.5	4.14	22
24.	Provide counselling to students on occupational matters	4.07	27.5	4.27	38	4.01	38.5
56.	Maintain essential departmental records	4.07	27.5	4.40	26.5	4.04	36
22.	Supervise evaluation of students	4.02	29.5	4.07	49	4.06	32.5
58.	Manage evaluation of departmental activities	4.02	29.5	4.53	15.5	3.94	45
33.	Promote the development of new programs	4.01	31	4.67	6.5	4.12	23
21.	Establish departmental policies about students	4.00	32.5	4.00	53.5	4.11	24
32.	Facilitate employment of graduates	4.00	32.5	4.13	45	3.89	50.5
1.	Assign teaching duties to faculty	3.99	34.5	4.47	21	3.89	50.5
34.	Facilitate the improvement of existing curriculum and programs	3.99	34.5	4.60	10.5	4.10	25
3.	Assign student teaching supervising responsibilities	3.98	36.5	4.53	15.5	4.07	30.5
49.	Allocate faculty travel-research funds	3.98	36.5	4.67	6.5	4.08	28
8.	Facilitate faculty transformation	3.97	38.5	4.07	49	4.08	28

Table 4.6 (continued)

	Functions	Chairs		Deans		Faculty	
		Mean	Rank	Mean	Rank	Mean	Rank
73.	Promote liaison with external agencies and institutions	3.97	38.5	4.40	26.5	4.00	40.5
54.	Manage the daily operation of the department	3.94	40	4.00	53.5	3.84	53.5
9.	Manage the recruitment and selection of new faculty	3.93	41.5	3.67	67.5	3.83	55
67.	Support cultural activities within the college	3.93	41.5	3.80	60.5	3.86	52
52.	Supervise the acquisition of supplies and equipment for office and classroom	3.91	43	4.33	32.5	4.10	26
36.	Promote extra-curricular activities	3.90	44	4.47	21	4.05	34.5
18.	Supervise the recruitment of students for the department	3.89	45.5	4.07	49	3.98	43
26.	Facilitate surveys of student needs and interests concerning curriculum and instruction	3.89	45.5	4.20	42	4.00	40.5
70.	Represent the department and college to the community and public	3.85	47	4.20	42	3.90	48.5
68.	Promote the relations of the college to other teacher colleges	3.84	48	3.87	57	3.78	59
7.	Facilitate management of grants and contracts	3.83	49	4.00	53.5	3.84	53.5
20.	Supervise orientation programs for students	3.77	50	3.80	60.5	4.02	37
62.	Communicate department's goals to students	3.76	51	4.27	38	3.91	46.5
50.	Develop long-range plans for physical plant and materials	3.75	52.5	4.13	45	4.06	32.5
60.	Prepare departmental annual reports	3.75	52.5	4.07	49	3.91	46.5
74.	Solicit outside funding for departmental activities	3.74	54	4.00	53.5	3.78	59
61.	Communicate department's needs to faculty	3.71	55	4.47	21	3.96	44

Table 4.6 (continued)

	Functions	Chairs		Deans		Faculty	
		Mean	Rank	Mean	Rank	Mean	Rank
14.	Manage conflict among faculty members	3.65	57	3.80	60.5	3.51	69
19.	Promote greater accessibility of students	3.65	57	3.67	67.5	3.66	66
53.	Assign office and/or desk space for staff	3.65	57	4.27	38	4.01	38.5
66.	Promote the involvement of faculty in cultural affairs	3.61	59	3.80	60.5	3.75	62.5
64.	Assign faculty for department and college committees	3.59	60	3.80	60.5	3.75	62.5
13.	Deal with unsatisfactory performance by faculty members	3.57	61	4.13	45	3.70	65
4.	Assign responsibility for student advisees and academic counselling	3.52	62	3.60	70.5	3.74	64
12.	Manage grievance and complaints by faculty members	3.51	63	3.67	67.5	3.78	59
27.	Manage grievance and complaints by students	3.49	64.5	3.73	64.5	3.82	56
63.	Interpret and communicate college expectations to staff	3.49	64.5	4.33	32.5	3.90	48.5
28.	Administer student awards program	3.43	66.5	3.93	56	3.81	57
55.	Manage departmental correspondence	3.43	66.5	3.67	67.5	3.57	68
35.	Supervise off-campus programs	3.40	68	3.73	64.5	3.77	61
29.	Promote a high standard of student scholarship	3.33	69	4.07	49	3.65	67
41.	Facilitate the recruitment of support staff	3.16	70	3.53	72.5	3.49	70
42.	Assign duties to support staff	3.11	71	3.60	70.5	3.40	71
43.	Promote the development of support staff	2.97	72	3.53	72.5	3.25	73
44.	Supervise and evaluate support staff	2.91	73	3.80	60.5	3.28	72
45.	Deal with unsatisfactory performance of support staff	2.83	74	3.40	74	3.24	74

and faculty members; and deans and faculty members were .48, .70, and .62 respectively. Although the correlation, between chairs and deans, was slightly low at .48, all coefficients were statistically significant beyond the .01 level. This shows that chairs and faculty members held closely associated views, whereas chairs and deans had less agreement.

While the findings in Table 4.3 and 4.4 demonstrate that the functions related to support staff were rated low in actual involvement and preferred involvement, Table 4.7 shows that the differences between the means of the actual and preferred involvement of these functions are relatively high. Likewise, functions relating to faculty matters, which also were rated low in both actual and preferred involvement turned out to be in the top 10 rankings of the mean differences. These functions are "facilitate management of grants and contracts," "manage the recruitment and selection of new faculty," "deal with unsatisfactory performance by faculty members," and "manage conflict among faculty member." "Promote research and publications of faculty" also ranked high in Table 4.7. While respondents rated the function "facilitate faculty transformation" as the 61th, 57th, and 60th on the actual and 38.5th, 49th, and 28th on the preferred by chairs, deans, and faculty members respectively, it was ranked as the 11th, 19.5th, and 8th in the means difference between actual and preferred.

The functions having least difference between the actual and preferred, with few exceptions, were perceived as high in actual involvement. This is not surprising as there is no evidence of any preference to reduce the involvement of chairs in any of these functions.

Relationship of Perceptions to Demographic Factors

An analysis of the relationship of the perceptions to demographic data was conducted through factor analysis followed by ANOVA and *t* tests. This reduced the data to manageable levels. Only the significant findings are presented and discussed below.

Table 4.7
Rankings of Differences in Mean between Perceptions of Actual and Preferred Involvement for the Role of Chairpersons

	Functions	Chairs		Deans		Faculty	
		Difference in Mean	Rank	Difference in Mean	Rank	Difference in Mean	Rank
7.	Facilitate management of grants and contracts	2.25	1	2.33	3	2.27	1
13.	Deal with unsatisfactory performance by faculty members	2.13	2	2.67	1	2.05	3
9.	Manage the recruitment and selection of new faculty	2.11	3	1.60	24	2.15	2
41.	Facilitate the recruitment of support staff	2.01	4	1.73	17	1.94	4
45.	Deal with unsatisfactory performance of support staff	1.99	5	2.07	6.5	1.89	5
44.	Supervise and evaluate support staff	1.90	6	2.20	4	1.79	10.5
43.	Promote the development of support staff	1.88	7	1.80	13.5	1.74	16
6.	Promote research and publications of faculty	1.84	8	2.13	5	1.88	6
42.	Assign duties to support staff	1.74	9	1.60	24	1.64	22
14.	Manage conflict among faculty members	1.70	10	1.93	10	1.76	13.5
8.	Facilitate faculty transformation	1.63	11	1.67	19.5	1.84	8
74.	Solicit outside funding for departmental activities	1.61	12	2.47	2	1.80	9
49.	Allocate faculty travel-research funds	1.48	13	1.93	10	1.79	10.5
15.	Promote departmental morale	1.43	14.5	1.67	19.5	1.77	12
19.	Promote greater accessibility of students	1.43	14.5	1.40	32.5	1.41	37.5
32.	Facilitate employment of graduates	1.39	16	1.60	24	1.69	18
2.	Promote excellence in teaching	1.38	17	1.93	10	1.59	24
26.	Facilitate surveys of student needs and interests concerning curriculum and instruction	1.36	18	1.40	32.5	1.86	7

Table 4.7 (continued)

	Functions	Chairs		Deans		Faculty	
		Difference in Mean	Rank	Difference in Mean	Rank	Difference in Mean	Rank
33.	Promote the development of new programs	1.35	19	2.07	6.5	1.75	15
10.	Evaluate performance of faculty members	1.33	20	1.13	50.5	1.49	30
34.	Facilitate the improvement of existing curriculum and programs	1.31	21.5	2.00	8	1.71	17
50.	Develop long-range plans for physical plant and materials	1.31	21.5	1.80	13.5	1.76	13.5
5.	Promote professional development of faculty	1.27	23	1.33	39	1.57	26.5
18.	Supervise the recruitment of students for the department	1.25	24	.93	63.5	1.42	36
11.	Make promotion recommendations for faculty	1.22	25.5	.73	68.5	1.23	57.5
61.	Communicate department's needs to faculty	1.22	25.5	1.80	13.5	1.65	20.5
29.	Promote a high standard of student scholarship	1.20	27	1.87	12	1.60	23
12.	Manage grievance and complaints by faculty members	1.14	28	1.33	39	1.38	40
17.	Promote delegation of authority and responsibilities to departmental personnel and committees	1.13	29	1.13	50.5	1.47	33
21.	Establish departmental policies about students	1.09	30	.73	68.5	1.51	29
35.	Supervise off-campus programs	1.08	31	1.40	32.5	1.48	31.5
70.	Represent the department and college to the community and public	1.05	32	1.33	39	1.29	49.5
69.	Represent the department and college at professional meetings	1.01	33	.93	63.5	1.06	65.5
16.	Encourage faculty member participation in setting academic goals	1.00	34	1.80	13.5	1.68	19

Table 4.7 (continued)

	Functions	Chairs		Deans		Faculty	
		Difference in Mean	Rank	Difference in Mean	Rank	Difference in Mean	Rank
62.	Communicate department's goals to students	.99	36	1.40	32.5	1.57	26.5
68.	Promote the relations of the college to other teacher colleges	.99	36	1.40	32.5	1.35	43.5
73.	Promote liaison with external agencies and institutions	.99	36	1.33	39	1.33	46.5
40.	Promote the preparation of instructional material by faculty	.97	38	1.60	24	1.56	28
60.	Prepare departmental annual reports	.94	39	1.67	19.5	1.65	20.5
27.	Manage grievance and complaints by students	.92	40	.87	66	1.43	35
66.	Promote the involvement of faculty in cultural affairs	.90	41	1.07	57.5	1.27	53
20.	Supervise orientation programs for students	.89	43	.40	74	1.25	55
22.	Supervise evaluation of students	.89	43	.93	63.5	1.22	59
31.	Promote student-faculty relations	.89	43	1.13	50.5	1.28	51
30.	Promote a positive learning climate for students	.88	45	1.13	50.5	1.58	25
64.	Assign faculty for department and college committees	.86	46	1.07	57.5	1.32	48
36.	Promote extra-curricular activities	.85	48	1.40	32.5	1.36	42
53.	Assign office and/or desk space for staff	.85	48	1.60	24	1.40	39
58.	Manage evaluation of departmental activities	.85	48	1.67	19.5	1.44	34
71.	Promote faculty services to community	.83	50	1.33	39	1.35	43.5
28.	Administer student awards program	.80	51	1.13	50.5	1.37	41
63.	Interpret and communicate college expectations to staff	.77	52	1.53	27.5	1.48	31.5

Table 4.7 (continued)

	Functions	Chairs		Deans		Faculty	
		Difference in Mean	Rank	Difference in Mean	Rank	Difference in Mean	Rank
72.	Promote the department's image and reputation	.75	53	1.47	29	1.27	53
24.	Provide counselling to students on occupational matters	.74	54	1.13	50.5	1.33	46.5
65.	Represent the department to administration	.67	55	1.27	44	1.01	68
39.	Allocate instructional resources	.66	56.5	.73	68.5	1.29	49.5
52.	Supervise the acquisition of supplies and equipment for office and classroom	.66	56.5	1.33	39	1.41	37.5
67.	Support cultural activities within the college	.65	58	.73	68.5	1.08	63.5
25.	Promote student involvement in department activities	.64	59	1.07	57.5	1.06	65.5
54.	Manage the daily operation of the department	.63	60	1.13	50.5	1.34	45
23.	Provide counselling to students on academic matters	.59	61.5	.93	63.5	1.20	60.5
51.	Manage and supervise department physical facilities and equipment	.59	61.5	1.07	57.5	1.19	62
4.	Assign responsibility for student advisees and academic counselling	.56	63	.60	73	.78	73
3.	Assign student teaching supervising responsibilities	.53	64.5	1.13	50.5	.84	72
38.	Facilitate the acquisition of text books and library materials	.53	64.5	1.00	61	1.20	60.5
55.	Manage departmental correspondence	.52	66.5	1.27	44	1.23	57.5
57.	Conduct department meetings	.52	66.5	1.27	44	1.08	63.5
46.	Make annual departmental budget requests	.51	69	1.07	57.5	.91	71
47.	Allocate budget within the department	.51	69	1.20	46	1.03	67

Table 4.7 (continued)

	Functions	Chairs		Deans		Faculty	
		Difference in Mean	Rank	Difference in Mean	Rank	Difference in Mean	Rank
59.	Promote faculty member participation in departmental decision making	.51	69	1.33	39	1.24	56
37.	Organize term schedules of courses	.42	71.5	.67	71.5	.98	69
56.	Maintain essential departmental records	.42	71.5	1.53	27.5	1.27	53
48.	Supervise departmental expenditures	.39	73	1.07	57.5	.96	70
1.	Assign teaching duties to faculty	.09	74	.67	71.5	.32	74

Factor Analysis

Factor analysis is a widely used procedure based on correlation. Ary, Jacobs, and Razaveih (1990), and Polit and Hungler (1983) agreed that factor analysis is a technique for reducing a large number of items or variables into a smaller, more manageable and explainable set of concepts. When considering the rotated factor matrix the researcher has to consider several issues.

Following the guidelines of Myroon (1982) and Polit and Hungler (1983), the decision was made to include only those items which loaded greater than or equal to 0.40 on a factor. Items which loaded on two or more factors were retained in the factor with the higher loading, if the loading difference was more than or equal to 0.10. This decision was based on the determination of Myroon (1982) and MacQueen and Ignatovich (1986). Moreover, items included in a factor must make sense and contribute logically to the meaning of the factor.

Analyses with six, seven, eight, nine, and ten-factor solutions were conducted. The six-factor solution was selected because of the strength of the factor loadings and the logical contribution to the meaning of the factor. Using the six-factor solution, all items were loaded. As shown in Tables C.4.3 - C.4.8 (Appendix C) there were 8 items (19, 37,58, 72, 62, 65, 59, and 6) that were double-loaded on two factors.

Items 19, 37, 72, and 62 had a loading difference of at least |.10|, and appeared to fit logically with the factor on which they loaded highest; they were retained with that factor. The other items -- 58, 65, and 59 (except item 6 which had the same loading) appeared to fit logically with the lower loading factors and the loading difference was less than |.10|, therefore they were loaded with the lower loading.

Waltz and Bausell (1981) also cautioned researchers to be aware that "predisposition or hunches" may color interpretation of factors. They suggested that "the most difficult aspects of this statistical procedure is to objectively name or interpret the rotated factors" (p.304). As Kerlinger (1967) pointed out, "giving a factor a name does not give it reality. Factor names are simply attempts to epitomize the essence of the factors" (p. 688).

Factors That Describe the Role of Chairpersons

There were 74 functions for the role of the chairperson in the questionnaire. The factor analysis identified the following six major factors (Tables C.4.3 - C.4.8 in Appendix C):

1. Relationships with Students
2. Departmental Administration
3. Representation and Advocacy
4. Relationships with Faculty
5. Relationships with Support Staff
6. Teaching and Research

Factor 1: Relationships with students. This factor consisted of 20 functions of the chairperson focussed on students. Results are presented in Table C.4.3. As indicated, the loading values on the 20 items ranged from .46 to .72.

Factor 2: Departmental administration. This factor contained 17 functions with loading ranging from .40 to .81. Table C.4.4 recorded items which loaded on the second factor. Items in this factor describe the functions related to departmental administration.

Factor 3: Representation and advocacy. The 16 items which loaded on this factor described the function which is related to two areas: representation and advocacy for the department. The loading values ranged from .46 to .75 as shown in Table C.4.5.

Factor 4: Relationships with faculty. This factor consisted of 10 functions of the chairperson focussed on faculty. Results are presented in Table C.4.6. As indicated, the loading values on the 10 items ranged from .44 to .64.

Factor 5: Relationships with support staff. This factor contained five items with loading ranging from .77 to .88. Table C.4.7 recorded items which loaded on the fifth factor. Items in this factor describe the functions related to support staff.

Factor 6: Teaching and research. The six items which loaded on this factor described the function which is related to two areas: teaching and research of faculty members. The loading values ranged from .40 to .60 as shown in Table C.4.8.

Relationship of Perceptions to Demographic Factors

Differences of means when two groups are involved were analyzed for statistical significance by using a *t* test. Scheffé ANOVA test was used for instances of three or more groups. Tables 4.9 to 4.18 present the relationships of perceptions to demographic factors.

Relationship to role. Before presenting the analysis of the relationship between perceptions and demographic factors, it is interesting to note the comparison of actual and preferred factor mean scores for the whole group (Table 4.8). "Factor mean scores" are means of the items which load above .40 on the related factor. In all factors, respondents rated their perceptions of "preferred" higher than "actual." This is not surprising given that

Table 4.8

Factor Mean Scores of Actual and Preferred Involvement for the Role of Chairpersons

	Factor		Mean	S.D.	*t*	p
1.	Student-related Area	A	2.67	1.06	-24.57	.000
		P	3.97	0.89		
2.	Departmental Administration	A	2.92	1.04	-23.04	.000
		P	4.10	0.76		
3.	Representation & Advocacy	A	2.68	1.09	-23.53	.000
		P	3.95	0.86		
4.	Faculty-related Area	A	2.26	1.01	-29.62	.000
		P	3.97	0.80		
5.	Support Staff	A	2.27	1.13	-17.01	.000
		P	2.46	1.16		
6.	Teaching & Research	A	2.95	0.98	-24.49	.000
		P	4.21	0.75		

the same pattern existed for individual functions (see Table 4.4).

Table 4.9 indicates that there were significant differences for the "actual" between chairpersons and faculty members. Of the six factors, chairpersons rated their perception of "actual" higher than did faculty members on four factors. They were dealing with students, departmental administration, representation and advocacy, and teaching and research. However, faculty members reported higher perceptions on "actual" and "preferred" than did chairpersons on factors dealing with support staff. This suggests that chairpersons viewed themselves as generally more engaged in management and leadership than did faculty.

Relationship to location. Table 4.10 shows that respondents from urban colleges tended to rate "actual" of factor 1: relationships with students and factor 5: relationships with support staff higher than did respondents from rural colleges. However,

Table 4.9

Factor Mean Scores for the Role of Chairpersons by Role of the Respondents

	Factor		(1) Deans n=15		(2) Chairs n=88		(3) Faculty n=315-317				Intergroup Differences
			Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	
1	Student-related Area	A	2.97	1.17	2.89	0.98	2.60	1.06	3.40	.03	2>3
		P	4.15	1.05	3.87	1.02	4.00	0.85	0.95	.39	none
2	Departmental Administration	A	3.11	1.15	3.37	0.81	2.79	1.06	11.64	.00	2>3
		P	4.44	0.53	4.08	0.72	4.09	0.77	1.54	.22	none
3	Representation & Advocacy	A	2.84	1.19	2.97	0.87	2.59	1.13	4.51	.01	2>3
		P	4.22	0.61	3.89	0.84	3.95	0.87	0.93	.39	none
4	Faculty-related Area	A	2.49	0.98	2.36	0.99	2.22	1.01	1.08	.34	none
		P	4.11	0.75	3.97	0.90	3.96	0.78	0.24	.78	none
5	Support Staff	A	2.55	1.22	1.96	1.20	2.34	1.10	4.50	.01	3>2
		P	2.73	1.15	2.14	1.27	2.53	1.11	4.29	.01	3>2
6	Teaching & Research	A	2.96	1.05	3.25	0.80	2.87	1.01	5.42	.00	2>3
		P	4.46	0.54	4.27	0.63	4.18	0.78	1.40	.25	none

Table 4.10

Factor Mean Scores for the Role of Chairpersons by College Location for All Respondents

	Factor		Rural n=181		Urban n=237-239		*t*	p
			Mean	S.D.	Mean	S.D.		
1	Student-related Area	A	2.55	1.06	2.76	1.05	-1.98	.05
		P	4.03	0.86	3.92	0.92	1.23	.22
2	Departmental Administration	A	2.98	1.03	2.88	1.04	0.95	.35
		P	4.21	0.65	4.02	0.82	2.55	.01
3	Representation & Advocacy	A	2.64	1.05	2.70	1.12	-0.56	.58
		P	4.04	0.74	3.86	0.93	1.97	.05
4	Faculty-related Area	A	2.29	0.98	2.24	1.03	0.49	.63
		P	4.03	0.67	3.92	0.89	1.39	.17
5	Support Staff	A	2.14	1.24	2.36	1.04	-1.93	.05
		P	2.35	1.26	2.54	1.08	-1.60	.11
6	Teaching & Research	A	2.92	0.94	2.97	1.01	-0.57	.57
		P	4.27	0.59	4.16	0.85	1.61	.11

respondents from rural colleges rated "preferred" of factor 2: departmental administration and factor 3: representation and advocacy higher than did respondents from urban colleges. However, the differences in means are very small. It appears, therefore, that location is not an important variable.

Relationship to gender. Gender seemed not to be associated with the perceptions for the role of the chair. As shown in Table 4.11, with one exception perceptions of "actual" and "preferred" did not vary significantly when respondents were grouped by gender. This suggested that female and male viewed the role of the chair in the same way. However, in one specific factor, which dealt with the relationships of students, females rated 'actual' higher did the males.

Relationship to age. Generally the perceptions varied little when respondents were grouped by age (Table 4.12). For three factors--departmental administration, relationships with faculty, and teaching and research, respondents 30 years or younger and respondents 40 to 49 years tended to rate the "preferred" higher than those respondents who were 50 years or older. This suggests that younger faculty have greater expectations of leadership by the chair than have older faculty.

Relationship to academic rank. Significant differences did not emerge when respondents were grouped by academic rank (Table 4.13). This suggests that all respondents whether they are lecturers, associate professors or assistant professors held similar perceptions for the role of the chair.

Relationship to education. When respondents were grouped by their educational background, there was only one case of statistical significance (Table 4.14). Respondents who held master's or doctoral degrees tended to rate "preferred" higher than those who had bachelor degrees for factor 6: teaching and research. This suggests that respondents with higher degrees viewed teaching and research as more important than did respondents with only bachelor's degrees.

Table 4.11

Factor Mean Scores for the Role of Chairpersons by Gender for All Respondents

	Factor		Female n=242-244		Male n=175		*t*	p
			Mean	S.D.	Mean	S.D.		
1	Student-related Area	A	2.78	1.05	2.52	1.04	2.51	.01
		P	3.96	0.94	3.99	0.84	-0.27	.79
2	Departmental Administration	A	2.97	1.04	2.87	1.03	0.97	.33
		P	4.08	0.77	4.13	0.74	-0.70	.48
3	Representation & Advocacy	A	2.73	1.10	2.61	1.07	1.14	.26
		P	3.91	0.88	3.99	0.83	-0.89	.38
4	Faculty-related Area	A	2.30	1.00	2.21	1.02	0.85	.40
		P	4.01	0.80	3.90	0.81	1.41	.16
5	Support Staff	A	2.27	1.15	2.26	1.11	0.06	.95
		P	2.45	1.18	2.46	1.13	-0.12	.90
6	Teaching & Research	A	2.99	1.00	2.90	0.95	0.87	.39
		P	4.21	0.81	4.20	0.66	0.01	.99

Table 4.12

Factor Mean Scores for the Role of Chairpersons by Age for All Respondents

	Factor		(1) 30 or younger n=54		(2) 40-49 n=263-265		(3) 50 or older n=100				Intergroup Differences
			Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	
1	Student-related Area	A	2.68	1.17	2.70	1.05	2.61	1.01	0.24	.79	none
		P	3.97	0.80	4.04	0.86	3.79	1.00	2.88	.06	none
2	Departmental Administration	A	2.83	1.21	2.98	1.01	2.84	1.02	0.90	.41	none
		P	4.27	0.55	4.16	0.68	3.85	0.97	7.85	.00	1,2>3
3	Representation & Advocacy	A	2.60	1.22	2.69	1.07	2.71	1.08	0.19	.83	none
		P	4.09	0.71	3.97	0.81	3.80	1.02	2.32	1.00	none
4	Faculty-related Area	A	2.41	1.21	2.27	0.96	2.15	1.01	1.27	.28	none
		P	4.08	0.77	4.03	0.73	3.73	0.94	5.81	.00	1,2>3
5	Support Staff	A	2.23	1.09	2.20	1.13	2.46	1.15	1.98	.14	none
		P	2.48	1.11	2.40	1.16	2.59	1.19	0.98	.38	none
6	Teaching & Research	A	3.01	1.09	2.99	0.98	2.82	0.91	1.16	.32	none
		P	4.31	0.65	4.26	0.70	4.00	0.89	5.10	.01	1,2>3

Table 4.13

Factor Mean Scores for the Role of Chairpersons by Academic Rank for All Respondents

	Factor		Assoc. & Asst. Prof. n=101-102		Lecturer n=313-315			
			Mean	S.D.	Mean	S.D.	*t*	p
1	Student-related Area	A	2.56	1.09	2.71	1.04	-1.24	.22
		P	3.81	1.20	4.02	0.77	-1.66	.10
2	Departmental Administration	A	3.00	1.02	2.89	1.04	0.87	.39
		P	4.07	0.93	4.11	0.70	-0.36	.72
3	Representation & Advocacy	A	2.69	1.05	2.67	1.10	0.10	.92
		P	3.94	1.04	3.95	0.79	-0.08	.94
4	Faculty-related Area	A	2.16	1.05	2.29	0.99	-1.15	.25
		P	4.00	0.85	3.95	0.79	0.45	.65
5	Support Staff	A	2.13	1.23	2.31	1.10	-1.35	.18
		P	2.29	1.27	2.50	1.12	-1.61	.11
6	Teaching & Research	A	2.93	1.03	2.96	0.97	-0.26	.79
		P	4.26	0.91	4.18	0.69	0.81	.42

Table 4.14

Factor Mean Scores for the Role of Chairpersons by Educational Background for All Respondents

	Factor		(1) Bachelor's n=101-102		(2) Master's n=288-290		(3) Doctorate n=22				Intergroup Differences
			Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	
1	Student-related Area	A	2.73	1.01	2.65	1.07	2.92	0.94	.78	.46	none
		P	3.96	0.78	3.97	0.92	4.33	0.70	1.81	.17	none
2	Departmental Administration	A	2.89	1.03	2.93	1.04	3.13	1.02	.47	.62	none
		P	4.01	0.79	4.14	0.71	4.31	0.97	1.97	.14	none
3	Representation & Advocacy	A	2.72	1.03	2.68	1.09	2.82	1.22	.19	.83	none
		P	3.90	0.82	3.97	0.81	4.24	1.12	1.55	.21	none
4	Faculty-related Area	A	2.34	1.02	2.22	1.00	2.45	1.03	.93	.40	none
		P	3.86	0.81	4.00	0.79	4.23	0.83	2.24	.11	none
5	Support Staff	A	2.34	1.11	2.25	1.15	2.26	1.18	.20	.82	none
		P	2.53	1.11	2.44	1.17	2.46	1.31	.22	.80	none
6	Teaching & Research	A	2.85	0.89	3.00	0.99	3.05	1.01	.99	.37	none
		P	4.07	0.85	4.26	0.67	4.45	0.56	3.80	.02	2,3>1

Relationship to experience in teaching. Table 4.15 indicates that there were significant differences among respondents. For factors dealing with relationships with students, departmental administration and representation and advocacy, respondents with longer teaching experience (15 years or over) tended to rate their 'preferred' higher than did respondents with fewer years of teaching experience (14 years or less). Also they felt that chairpersons were actually more involved in the factors relating to departmental administration, representation and advocacy, and teaching and research. Hence, faculty with the least experience in teaching appeared to have the lowest awareness of and expectations for the leadership role of the chair. This is a curious finding given the earlier conclusion that younger faculty had greater expectations of the chair than had older faculty.

Relationship to experience in administration. As shown in Table 4.16, of the six factors, four of them were identified as having significant differences. These factors were: relationships with students, departmental administration, representation and advocacy, and teaching and research. Respondents with some administration experience reported significantly higher ratings of "actual" than respondents with no administration experience. However, respondents with no administration experience reported a significantly higher ratings of "actual" and "preferred" for factor 5: relationships with support staff than did respondents with some administration experience. This suggests that respondents who have experienced administration are generally more aware of the administrative functions being performed by chairs. Why this tendency should be reversed in the case of support staff matters is an enigma.

Relationship to department size. For the factor "number of teachers," no significant differences in perceptions were identified (Table 4.17). Thus the size of the department seemed not be associated with the perceptions for the role of the chair.

Table 4.15

Factor Mean Scores for the Role of Chairpersons by Years of Teaching for All Respondents

	Factor		(1) 14 or less n=77		(2) 15-19 n=136-137		(3) 19 or over n=203-205				Intergroup Differences
			Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	
1	Student-related	A	2.50	1.17	2.59	1.01	2.80	1.03	2.83	.06	none
	Area	P	3.65	1.11	4.10	0.76	4.00	0.86	6.55	.00	2,3>1
2	Departmental	A	2.70	1.11	2.87	1.03	3.04	1.00	3.36	.04	3>1
	Administration	P	3.91	0.93	4.23	0.60	4.09	0.76	4.71	.01	2>1
3	Representation	A	2.41	1.18	2.61	1.04	2.83	1.07	4.70	.01	3>1
	& Advocacy	P	3.67	1.05	4.06	0.66	3.98	0.87	5.30	.01	2,3>1
4	Faculty-related	A	2.21	1.14	2.23	0.97	2.30	0.98	0.26	.78	none
	Area	P	3.77	1.06	4.03	0.68	4.00	0.76	2.81	.06	none
5	Support Staff	A	2.16	1.10	2.32	1.05	2.29	1.20	0.49	.62	none
		P	2.37	1.16	2.54	1.04	2.43	1.24	0.63	.53	none
6	Teaching &	A	2.78	0.99	2.85	0.95	3.09	0.98	3.98	.02	3>1,2
	Research	P	4.03	0.96	4.25	0.69	4.25	0.69	2.72	.07	none

Table 4.16

Factor Mean Scores for the Role of Chairpersons by Years of Administration for All Respondents

	Factor		No Admin. n=315-317		Some Admin. n=103		*t*	p
			Mean	S.D.	Mean	S.D.		
1	Student-related	A	2.58	1.06	2.96	1.00	-3.24	.00
	Area	P	3.99	0.86	3.92	0.98	0.62	.54
2	Departmental	A	2.79	1.06	3.32	0.87	-5.01	.00
	Administration	P	4.09	0.77	4.14	0.71	-0.53	.59
3	Representation	A	2.58	1.13	2.99	0.89	-3.76	.00
	& Advocacy	P	3.94	0.88	3.97	0.79	-0.31	.76
4	Faculty-related	A	2.22	1.01	2.39	1.00	-1.48	.14
	Area	P	3.97	0.78	3.96	0.86	0.11	.91
5	Support Staff	A	2.33	1.10	2.07	1.21	2.07	.04
		P	2.52	1.12	2.25	1.25	2.03	.04
6	Teaching &	A	2.86	0.99	3.23	0.88	-3.45	.00
	Research	P	4.19	0.78	4.26	0.63	-0.96	.34

Table 4.17

Factor Mean Scores for the Role of Chairpersons by Department Size for All Respondents

	Factor		(1) Less than 4 n=99		(2) 5-9 n=218-219		(3) 10-14 n=69-70		(4) 15 and over n=32				Intergroup Differences
			Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	
1	Student-related	A	2.45	1.10	2.72	1.06	2.86	0.92	2.62	1.06	2.46	.06	none
	Area	P	3.85	0.98	4.03	0.82	3.86	1.06	4.15	0.59	1.66	.18	none
2	Departmental	A	2.80	1.00	2.95	1.10	3.06	0.91	2.80	0.97	1.02	.38	none
	Administration	P	4.07	0.65	4.17	0.72	3.94	1.01	4.12	0.57	1.68	.17	none
3	Representation	A	2.54	1.06	2.72	1.12	2.78	0.98	2.59	1.16	0.92	.43	none
	& Advocacy	P	3.93	0.76	3.99	0.82	3.81	1.10	4.01	0.79	0.79	.50	none
4	Faculty-related	A	2.17	1.02	2.27	1.02	2.42	0.91	2.08	1.05	1.22	.30	none
	Area	P	3.99	0.71	4.01	0.75	3.78	1.06	3.98	0.73	1.49	.22	none
5	Support Staff	A	2.17	1.23	2.21	1.15	2.41	1.03	2.68	0.82	2.21	.09	none
		P	2.38	1.26	2.39	1.17	2.57	1.08	2.89	0.78	2.08	.10	none
6	Teaching &	A	2.79	0.89	3.01	1.01	3.12	0.90	2.67	1.12	2.69	.04	
	Research	P	4.13	0.68	4.28	0.63	4.07	1.13	4.22	0.63	1.82	.14	none

Relationship to faculty. Table 4.18 reports significant differences by the respondents, classified by faculty. Data from the categories "industrial arts" and "agricultural technology" were omitted since their numbers were too low to be included in an analysis of variance procedure. Respondents from humanities and social science reported higher ratings of "actual" than did respondents from faculty of education for factor 1, 2, 3, 4 and 6. They also had a higher ratings of "preferred" for factors 1 and 4. In addition, respondents from faculty of science and technology tended to rate perceptions of "actual," higher for factor 1, and 6 than did respondents from the faculty of education.

What is interesting in this analysis is that education stands out as the variant faculty. In five of the six factors, education faculty have the lowest perceptions of the actual involvement of chairs and, in two cases, the lowest expectations of involvement of chairs. This points to the conclusion that leadership of chairs in education is not as apparent as it is in other faculties.

Table 4.18

Factor Mean Scores for the Role of Chairpersons by Faculty for All Respondents

	Factor		(1) Educ n=98		(2) Humanities n=142-144		(3) Science n=103-104		(4) Mgt. Science n=50				Intergroup Differences
			Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	
1	Student-related Area	A	2.38	1.16	2.85	0.95	2.81	1.07	2.52	1.04	4.94	.00	2,3>1
		P	3.70	1.26	4.10	0.75	4.02	0.78	4.01	0.67	4.08	.01	2,3>1
2	Departmental Administration	A	2.73	1.02	3.06	0.93	3.05	1.11	2.79	1.03	2.99	.03	2>1
		P	4.00	0.91	4.19	0.63	4.08	0.85	4.08	0.62	1.37	.25	none
3	Representation & Advocacy	A	2.44	1.06	2.88	1.01	2.74	1.14	2.65	1.12	3.27	.02	2>1
		P	3.87	1.01	4.05	0.74	3.88	0.94	3.98	0.75	1.15	.33	none
4	Faculty-related Area	A	1.99	1.01	2.48	0.89	2.30	1.09	2.21	0.97	4.85	.00	2>1
		P	3.75	0.95	4.10	0.74	3.95	0.80	4.08	0.63	4.13	.01	2>1
5	Support Staff	A	2.11	1.23	2.16	1.06	2.43	1.18	2.42	1.10	2.02	.11	none
		P	2.28	1.31	2.35	1.10	2.59	1.17	2.64	1.07	1.97	.12	none
6	Teaching & Research	A	2.68	1.01	3.13	0.92	3.04	1.03	2.90	0.90	4.53	.00	2,3>1
		P	4.13	0.90	4.32	0.70	4.13	0.77	4.26	0.55	1.87	.13	none

Summary

This chapter presented statistical findings related to the perceived role of department chairs in teacher colleges in Thailand. There were more female chairs (59.1%) than males. The majority of chairs (65.9%) were in the 40-49 age range. A significant majority were lecturers (75%) and held master degrees (67.1%). About one-fourth of the chairs were assistant professors and only 3.4% had a doctorate degree. Almost half of the chairs had been teaching for more than 19 years. About one-third of them had been in their position for one year and slightly fewer (29.6%) were in the first term of office (2-4 years). Most deans (66.7%) were male and were in the 40-49 age range (60%). A substantial majority (80%) had a master degree and 60 percent of them were lecturers. The rest were assistant professors. Most deans (53.3%) had been teaching between 15-19 years. Slightly fewer than half of the deans had one year of administrative experience. More than half of the faculty members were female. Like the chairs and deans, the majority of faculty members were in the 40-49 age range. Most of them (76.6%) were lecturers and had a master degree (69.1%). More than half had been teaching more than 19 years.

All respondents rated their preferred involvement of every function of the chair higher than their perceived actual involvement although there was divergence of views for these functions across roles.

There was general agreement across the three constituencies regarding the relative importance of the various functions. This was revealed by the comparisons of rankings for both actual and preferred involvement. The closest agreement was between chairs and deans, and the least agreement was between chairs and faculty.

The 10 highest ranked functions dealt with finance and resources:"make annual departmental budget requests," "allocate budget within the department," and "supervise departmental expenditures"; faculty matters: "assign teaching duties to faculty"; curriculum: "organize term schedules of courses," "facilitate the acquisition of textbooks and library materials," and "allocate instructional resources"; and student matters: "provide counselling to students on academic matters."

The top preferred functions dealt mainly with faculty matters: "promote excellence in teaching," "promote professional development of faculty members," "promote research and publications of faculty members," "encourage faculty members participation in setting academic goals," and "make promotion recommendations for faculty members."

The next category was curriculum matters: "promote the preparation of instructional material by faculty members," "facilitate the acquisition of textbooks and library materials," and "allocate instructional resources." Discrepancy scores between actual and preferred involvement revealed functions most in need of improvement. The top rated were certain functions relating to faculty matters and support staff.

In order to find the relationship of perceptions to demographic factors, a factor analysis was conducted on the 74 function items, for the purpose of data reduction. Six function factors were identified. Gender, academic rank, educational background, and the number of faculty members in the department seemed not to be associated with the perceptions for the role of the chair. One exception was that respondents with higher degrees viewed teaching and research more importantly than did respondents with bachelor degrees. There were significant differences on four factors, mostly for "actual involvement" between chairs and faculty members. There were a few differences in perceptions held by respondents in rural and urban colleges. Perceptions varied little by age. Respondents who had longer teaching experience (15 years and more) tended to rate their "actual" and "preferred" perceptions higher than respondents with fewer years of teaching experience. Similarly, respondents with more administration experience reported higher ratings of "actual" than respondents with no administration experience. Significant differences were evident when respondents were classified by faculty. Respondents in education held lower perceptions of actual involvement and lower preferences for involvement by the chair than did respondents in other faculties.

CHAPTER 5

QUALITATIVE FINDINGS

This chapter analyzes the open-ended responses from the survey questionnaire and the follow-up interviews. The open-ended section of the questionnaires, and the interviews produced a wealth of data. The interview questions are included in Appendix B. Twelve chairpersons, four deans, and four faculty members were interviewed.

The Position of Chairperson

The most notable feature of being a chair was that the nature of work changed considerably from that of an academic faculty member. Chairs reported that they not only have the same teaching loads but also had to do other jobs related to departmental management. This affected their academic life because chairs had less time for teaching preparation or doing research and writing for publication. Worst of all, the majority reported that most of their work had nothing to do with academic concerns. Much of it related to time-consuming trivia such as collecting donations for various organizations, funerals or weddings. In sum, the position required more work and brought less status. However, one faculty member observed that it all depended upon individuals. If chairs really cared about teaching, they would make an effort to prepare well.

Given this view of the position of department chair, it is not surprising that 10 out of 12 chairpersons (83.3%) who were interviewed, with terms in office from one to eight years, reported that they had little motivation to be chairs. They became chairs of department for various reasons. For example, two stated that they were the only feasible candidates for the position at the time of their appointment. Several became chairs because it was "their turn." One said that as a faculty member he helped his former chair with most of the department tasks so everyone in the department thought he was familiar with most of the jobs. Another department chair, from a rural college, explained that many members in her department were looking for a higher position than chair. For example, one member became a vice-president, another became the head of an administrative office, and yet another the head of a supporting unit. Few of these were motivated to become chair.

The ambiguous status and varied demands of the position were reflected in many interview comments. All respondents agreed that chairpersons were not recognized, had little authority, and too much responsibility. Most indicated they would decline to serve for a second term: "If the status of the department is still like this, I do not want to be chair again. It's not challenging at all." Those who had accepted a second term reported that they had no choice. Only one faculty member indicated that she wanted to be chair because she would have more authority to do the projects that she thought would be of benefit to the department. One faculty member mentioned that he did not mind being a chair if he had to take care of academic matters only, but not to deal with personnel management. However, two deans (both former chairs) agreed that as chairs they had accomplished more academic work. One dean indicated that as a chairperson he was closer to students and developed more extensive knowledge in his field.

Job Description

A job description deals with activities related to how the role will be carried out. A well-designed job description can help department chairpersons play their role and also help upper-level administrators in evaluating their performance. All groups concluded that job descriptions were very important. All dean interviewees believed that most administrators and chairs realized that a job description existed. However, as one dean claimed, "Job descriptions fail in practice since chairs have no real authority and still have to get authorization from higher-level administrators."

Chair interviewees expressed a range of opinions with regard to job descriptions. Three chairs reported that job descriptions existed but that the content was inconsistent. There were specific details for some functions but only broad descriptions for others.

However, this issue was seldom discussed and an acceptance of the status quo was evident.

Three chairs, each from different colleges, reported that they were not aware of their job descriptions. One said, "I've worked here for 14 years but haven't heard anyone discuss it. Those who accepted the position had to learn by themselves." One chair who had a long teaching experience in one urban college observed that "the 'hand-over process' from former chairs is done very casually so no documents are given to the new ones."

Yet another three indicated, to their knowledge, no job description was available. This was confirmed by three faculty members. One chair asserted, "It is useless to have one as long as chairs are not recognized. At present I have to do all kinds of work including clerical and janitorial." Faculty members also perceived that most of the chairs' work was routine and it seemed all right to work without a job description. Another chair mentioned: "There is too much compromising so that nothing is systematic in teacher colleges; nobody cares whether you do it right or wrong." One faculty member observed, "A job description is just a written document that very few chairs pay attention to since the process of becoming a chair is very informal, nearly unnoticeable and there is very little recognition for the position." Another commented: "I'm not sure how seriously faculty members take job descriptions since they can bypass chairs to upper echelon administrators in most matters. In a way, it's good since the process is shorter but it's not systematic at all."

Obviously, in some cases faculty members were unaware of existing job descriptions. In other cases some colleges had no job descriptions. Moreover, in a few colleges job descriptions had been defined when the college was formed but have since become outdated. A consensus emerged among all respondents that the job description needed to be revised. As one dean put it, "The college role has changed to a multi-purpose institution. In the past we emphasized only teaching. At present we also have to look at research and community service." All agreed that every group--administrators, chairs and faculty members--should have input in revising job descriptions. Job descriptions should be distributed to everyone. Faculty members should give suggestions since they work very closely with chairs and perhaps they may become chairs one day. In an effort to revise job descriptions, one chair recommended questionnaires as a good tool to obtain people's ideas. More importantly the job description should be applicable in practice. One faculty member suggested that meetings be held for chairpersons to discuss what is expected of them. These meetings should include everyone, not only chairs, to explain the job description and reach agreement over expectations.

Since a job description should be used as a guideline for performance evaluation, one chair cautioned: "Administrators should realize that it will automatically affect the evaluation system. That is why administrators do not care to revise it and put it into practice since it is easier for them in the present structure to promote their choices." It was not necessary that all 36 teacher colleges have the same job description. One faculty noted, "Different teacher colleges can have their own job description for more flexibility. Moreover, even in the same college there should be different evaluation criteria for different department sizes--small, medium, and large as well as for different department capacity." Yet another faculty member concluded, "First it's more important to improve the attitude towards the position."

Status of Chairpersons

A consensus emerged among all three constituencies--deans, chairs, and faculty members--that the position of the chair is critically important. Since departments are the starting point of budget proposals, student recruitment plans and all academic-related plans, chairpersons should have the greatest role in running the department and in controlling academic policy of the department.

Nevertheless, all interviewees, except for one dean, one chair, and one faculty member, affirmed that attitudes toward the position of chairperson were not positive.

Consequently, many of them accepted the position unwillingly. It was much better to be a faculty member and only teach. They said departments and their chairpersons were very important only in theory.

One chair commented, "There is too much lip-service here." Administrators paid more attention to other supporting units where they could form influence. In recent years it was noticeable that faculty members preferred working in supporting units (e.g., registra, printing service center) since it was easier to get merit payment. However, it was observed by another chair that it depended on individual chairs and the status of the departments. If a department had students majoring in English, for example, chairs would get more attention from administrators. Similarly, faculty members did not seem to care whether the chair did their jobs. It all depended on chairperson's sense of professionalism. If chairs did not work, the department would suffer.

Among the three constituencies, deans seemed to have the most positive attitudes; they recognized the importance of chairpersons. However, one dean observed that when departments encountered problems, administrators usually overlooked the problems. Moreover, it seemed that administrators put more emphases on physical plant and maintenance than academic matters.

Faculty members' attitudes were worst: "No one wants to be a chairperson since he or she does not get extra benefits--no payment, no authority but more work."; "It's lonely to be a chair. . . . If faculty members have more recognition and respect for chairs, the college would have been more developed." Many chairs saw themselves as unimportant. The main chore was to assign teaching duties. They had to do mostly routine and clerical work, rather than creative jobs. Policy was passed down from administrators to deans, and from deans to chairs. One chair asserted, "To them [administrators], chairpersons are only the channel through which they can pass their authority." In one rural college, deans had to take care of many departments. There were no chairs on duty since they resigned before they finished their term.

These attitudes seemed to arise from several causes: unclear role of chairs; discouraging college climate; the college structure; and indifferent staff. However, there seemed to be no willingness by chairs to fight for improved status. Most chairpersons could not suggest any remedy since this situation had grown over time--like a snowball.

To improve the situation, all believed that chairpersons should get more recognition, especially from upper-level administrators. The structure should be revised so that lines of authority are clearer and more practical. Faculty members should be more committed to the academic goals of the department. More supporting staff should be provided. Performance evaluation must be for the sake of improvement. Most importantly, there was a need for attitude adjustment: "People can't blame the system unless they prove that they have put all their effort and potential into their work. . . . If the chair has a clear goal what to achieve, he or she can inspire colleagues."

Appointment and Professional Development

Qualifications

Other than the willingness to become chairs, there was no consensus among the interviewees about the required qualifications for the position of chair. Most chairs agreed on the importance of human relations skills and broad-mindedness since they had to communicate with their colleagues and students. They indicated that it was important for chairs to listen to faculty members' problems and complaints.

Dedication was the next most frequently mentioned by chairs: "As chairs, you have to be dedicated--be at the office most of the time, and work late in the evening." Another chair emphasized: "Chairs must have high morality. They must be unprejudiced. I had the experience of being treated unfairly by one chair. I know how discouraging it was." Moreover, they must have a better understanding of curricula. Another qualification that was necessary for chairs was patience since some staff could be very aggressive. One final qualification was that chairs must be ready to take a risk in making decisions. Each of the following characteristics was suggested by one or two chairs: fairness and neutrality; need to be considerate; willingness; well-known; compromising; creativity; sincerity; leadership; and administrative experiences.

One dean emphasized a higher academic rank was best for the position. Other characteristics recommended by several deans were: hard working and human relations skills. Credibility from outside was also seen to be important since chairs should be able to contact other colleges and business firms.

Most faculty members had views similar to those of the chairs. However, there was no agreement on education background and academic rank. According to faculty members, personal characteristics were of equal or greater importance than education. One faculty member argued that, "higher degrees mean nothing if one is not accountable." Communication, as well as human relations, was considered necessary. Moreover, chairs were expected to have leadership ability as well as dedication.

Selection

The data indicated that an informal election followed by official appointment by the Department of Teacher Education was normally used to recruit chairs. The procedures for arriving at the decision varied. The process was more or less a consensus among the members of the department regarding who should be the chair. In many departments, members voted from those nominated at the meeting. One chair commented: "If they thought you must be the chair, it's impossible for you to avoid [being elected]. They can lobby for it." Nearly all respondents were satisfied with the present method. However, there was some support for a formal election in large departments, including campaigning for the position.

Rotation was also common since most departments were small (3-5 members) and mobility of faculty members was low. The case for rotation included these statements: "Everyone should experience how frustrating the job is. It is easier to criticize the chair's work. Once you are in the position, you will have more empathy"; "No one will blame others when everyone has the chance to be a chair. Everyone had a chance to show his or her capacity"; "Everyone is capable and can learn to be a chair."

Those who disagreed with rotation, said that not everyone can be chairperson because he or she does not have the right qualifications. Rotation made the situation worse since some were forced into the position. It was important to elect the one who really wanted to be chairperson and wanted to make a difference for the department. However, it was not uncommon for some who really wanted to be chairs to not be elected. They reported that faculty members rotated to do the routines not to develop the department. It was noted that rotation worked best if all staff were qualified as well as enthusiastic.

Appointment by the central administration was also mentioned as occurring. Yet, it was emphasized that the appointment should be based on academic not political criteria. Moreover, several respondents remarked: "Unless the attitude toward the position changes, it is pointless to worry about the best method of selection."

Term of Office

There was no consensus on the term of office of chair. However, the majority of interviewee respondents (6 chairs, 3 deans, and 3 faculty members) preferred a four-year term. They considered less than four years too short to become familiar with the job and to implement one's ideas. As one faculty member put it, "Especially for those chairs who are really willing to work, they may need time to accomplish their goals."

Only a few of respondents preferred a short term of two years. One chairperson said that three years would be best. Their comments, in favor of a shorter term, were as follows:

> "Two years should be enough if one really works. At present the turn-over rate is too high."
>
> "So everyone will have chance to be a chairperson."

> "Four years is too long, especially when one feels depressed or is overwhelmed with excessive work."

Training

Since the position of department chair is critical to the success of the college, an effective chair is needed. All respondents felt preparation and training were areas of concern for academic chairs since it appeared that there was little or no training given. They agreed that training was very important and should be held at least once before chairs assumed their position. Moreover, if possible, another one or two sessions should be held during the first year in the position. Trial and error was noted as wasteful and stressful. One faculty member observed, "Like students when they go out practice teaching, without preparation, they can easily fail and that is very discouraging." Another faculty member supported the idea of training and suggested: "Having been the chair for a while, they may face problems for which they need help. Discussions can ease them in working." A few chairs suggested there should be a mentor--perhaps the former chair--for a new chair for a period of time.

Former chairs could provide the instruction. However, some believed that appropriate outsiders would be best for the training. One chair believed that the training would be successful if an accountable outside organization took part. There are several reasons for this; faculty would be freer to criticize; and more discussion could ensue. The training should include the president (the most influential person), vice-presidents and deans so that all have a common understanding. One faculty member suggested the training include all chairs both new and old since those who have been in the position for few years may need a brush-up.

Furthermore, chairs should be equipped with necessary information, especially financial regulations which are quite complicated, and with information on how to write projects for budget requests. One chair reflected, "I had to spend a lot of time before I learned the regulations in the bureaucracy, especially about financial matters." Another complained: "You have to write projects according to the set frame. If not, the projects would be rejected and you have to start writing them all over again."

A few faculty members suggested topics that should be covered in the training: the role of the chairs; psychology in management; management of financial, human, material, and time resources; and strategic planning. Most of the training should be for the sake of improvement rather than for maintenance of the status quo. Moreover, training is pointless unless administrators really recognize the importance of chairs and begin to delegate authority to them.

It was emphasized that training was important for chairs in light of helping them feel at ease with the work. Such training was important as one day these chairs could become higher-level administrators. However, it was noted that training depends on the age of the college. If the college had a lengthy history with experienced chairs, there seemed to be little need for training. An informal orientation and some short term mentorship would be sufficient.

Contributions and Benefits

The findings indicated that the department chair contributed in many ways to the operation of teacher colleges. There was a high degree of agreement among the three constituencies from the open-ended questionnaire that the greatest contribution that chairpersons made for teacher colleges was in the academic sphere--mostly similar to the questionnaire results. However, some variance was found regarding frequency of mention of specific aspects.

Benefits of the Chairperson Role

Chairpersons expressed a range of opinions with regard to the actual benefits of being a chairperson. However, many (20) complained that they gained nothing and some (13) revealed that they felt stress and tension. Eighteen respondents reported that they gained experience in administration and had the chance to do challenging work and to develop human relations. Gaining trust and recognition from colleagues and administrators was a benefit reported by 14 chairpersons. Some acknowledged that being chairpersons added to their curriculum vitae. Others mentioned feelings of success, pride, and self-esteem.

Most deans perceived positive outcomes for being chairpersons. The foremost benefits, as judged by deans, were gaining experience, receiving merit payment, gaining trust and recognition from colleagues, and gaining self-esteem.

Like deans, the majority of faculty members saw positive benefits to chairpersons. Most faculty members (83) agreed that chairpersons gained trust and recognition from colleagues and administrators. While chairpersons themselves did not mention getting merit payment, many faculty members believed that chairpersons got merit payment (70) as well as extra payment (30). Twenty-six respondents believed that chairpersons gained experience in administration, while eleven agreed that chairpersons had more power. One referred to the job of chairperson as a rung on the career ladder.

When asked what other benefits a chairperson deserved, 24 chairpersons, 39 faculty members, and a few deans claimed that they should receive more recognition and support from administrators. A consensus was apparent that chairs should get extra payment for doing much more work.

Thirty-one respondents mentioned that chairpersons should have more chance for professional development, and sabbatical leave, especially for overseas study. Other benefits recommended by some chairpersons and faculty members were reduced teaching load, being included in policy planning, getting support staff, and good office facilities. An interesting benefit recommended by seven faculty members was career advancement. One noted that the "best chairpersons should automatically become deans." However, 13 faculty members believed that chairpersons deserved no other benefits since they had more than enough.

Problems of Chairpersons

Serving as a department chairperson has become both more important and more difficult in recent years due to the transformation of teacher colleges. Many of the factors that have given the position greater significance have also aggravated its burdens. Chairs are faced with a variety of problems. From the interviews and open-ended questionnaire, an array of problems emerged. While the order may have varied slightly, the five top ranked problems always headed the list. These five provide a good picture of the major difficulties facing chairs.

Authority

The problem mentioned most frequently (by 44 chairs, 11 deans, and 188 faculty members) in the open-ended questions was lack of authority. The lack of authority to deal with personnel management regarding conflict, diversity and irresponsible staff; to make merit payment recommendation; to supervise teaching or assigning teaching duties; and to recruit staff were identified as examples of the issue. During interviews with chairpersons, many spoke at length on the lack of authority. One chair made a strong argument:

> The system in teacher colleges keeps all kind of people--irresponsible, unqualified, or deadwood. Chairs do not have punishment authority for irresponsible staff. In Thai bureaucracy, at least you get salary promoted every year regardless how little effort you put in. Unlike in business where efficiency is highly valued.

While administrators said chairpersons were important, many chairpersons felt they had no authority. It was common that faculty members did not listen to their chairpersons. This may be due to lack of a code of professional conduct. One chair's remark was: "In many cases, deans accept unsatisfactory performance. If the staff did not do the job, the chair could do it." In order to deal with those irresponsible staff, some chairpersons reported that they gave them a lighter teaching load while assigning more to those who were responsible.

The view that chairpersons did not have any role in staff recruitment was shared by some faculty members and chairpersons. The Department of Teacher Education recruits a new staff for the college usually without consulting the department. Very often the new staff did not meet the department requirement, e.g., not in the needed field. Moreover, the Department of Teacher Education quite regularly transferred faculty members to wherever they wanted to be, mainly to metropolitan colleges --some in anticipation of retirement and others to follow their spouses. The opinion was expressed that chairs must have authority for staff recruitment and ought to have the right to choose people to work with them.

Furthermore, it was not uncommon for departments to offer new programs resulting from central administrators' interests, although there was not enough staff. Some faculty members mentioned that chairs did not have the final decision regarding student admission. Administrators, often influenced mostly by politics, admitted students which caused problems in class size.

Merit pay is another problem. A lack of delegated authority to chairs for merit payment recommendations was reported by all constituencies. Higher level administrators made decisions without consulting chairpersons or, if they did, without giving their opinions due consideration. Merit payment is supposed to be awarded to those who have worked hard and have outstanding achievement. However, due to limited budgets, it is impossible to give to everyone who deserves it. It never seems to be fair for those who do not get it. Moreover, it is a practice that no one should receive merit payment in consecutive years. It is also considered rational to reward those whose turn it is, even though their work is not outstanding. One chair expressed frustration:

> It is unfair since those who are indolent tend to be like that even when they get merit payment [they never improve]. I really disagree with it. In fact, we should find out why they haven't got any. It seems that we do not value people's work and their ability but only their feelings.

Another chair emphasized: "Rotation cannot be used with merit payment. If you are effective and deserve it you must get one." One dean reported, "I used to propose that administrators make clear the ratio of how many staff chairs could reward. However, it was not put in the practice." Many faculty members (33) affirmed that chairpersons failed in recommending merit payment for staff. One faculty member who was a former chair revealed: "It is not uncommon that deans re-arranged the list order of merit payment recommendation that chairs send to them. That's why chairs are discouraged. They could not reward those who put their effort in academic work for the department."

However, the merit payment system seemed to be a paradox. On one hand, it was an attraction to many members. On the other hand, it was not the real motivation for many, especially for those who were devoted to their work. These individuals work consistently hard, regardless of the small incentive of only one merit payment over a period of years. And for most, they are content with the regular annual promotion for which they do not have to compete. Nevertheless, it was not unusual for many who were irresponsible in their teaching and assigned tasks in the department to get merit payment from working in supporting units, for example in the financial unit.

It was not surprising that one chair concluded, "Chairs do not have any role in the college." This view was shared by most faculty members. However, another chair commented that there was no problem in her department regarding authority since the faculty felt like a family. She preferred to use persuasion rather than authority when dealing with problems.

One final interesting comment made by a dean regarding authority is worth noting: "Authority is less important in postsecondary institutes since staff should have more sense of professionalism. They should be more responsible and in that case chairpersons do not need authority. Everyone honors everyone else."

Budgets

Since the transformation of teacher colleges to multi-purpose institutions with a university organizational structure, teacher colleges still obtain almost the same or a smaller amount of funding. This is much less than received by government universities and results in a shortage of funds. Insufficient budget was the second area of concern reported by most chairpersons (20) and faculty members (78). Lack of up-to-date equipment, instructional materials and facilities was widely mentioned. One chair in an urban college complained, "We lack most instructional materials, especially equipment for broadcasting and television, which makes good teaching very impractical."

Additionally, there is little flexibility in using the budget due to the strict regulations of the bureaucracy. Purchasing processes are remarkably complicated and time consuming. One faculty member did not want to accept the position when elected until there was one member who agreed to take care of all the financial matters for her. The issue with respect to the purchasing process is convenience vs. regulations. Those who set the rules tried to prevent misuse of the budget. At one rural college, a chairperson reported that it was impossible to buy any hardware for the language laboratory since it was against the regulations. In an urban college, one chair explained that if certain equipment was available in the audio-visual center of the college, he was not allowed to buy similar equipment for the department. But the central unit could not serve the departments when demand was high. Another chairperson complained that there are so many subjects in her department, such as astronomy, physics, marine biology and geology that the purchase of instructional materials is difficult. Mostly there was no budget for what she wanted to buy but in some cases she did not know what to buy due to lack of knowledge about equipment in different subjects. Faculty members usually did not bother to specify the equipment they wanted and did not care to learn to use those which was purchased. Moreover, no one was willing to propose any projects for the budget so she had to be responsible for doing so and had to finish the projects by herself most of the time.

Since the colleges' missions have expanded from teacher education to include career-oriented education, there is a need for field supervision of students as well as the need to hire visiting or outside lecturers in new courses. However, the funds to implement expanded programs are insufficient.

Despite this, lack of budget was reported as a problem by only one dean. In another dean's opinion: "In the past we said we did not have budget. Now we have enough budget but no one wants to work for it."

Personnel

Due to inadequate budgets, there was a shortage of academic staff. One urban college chair stated that recruiting sufficient academic staff for a new program in mass media was a significant problem. The chair complained, "The ratio of staff to students is very low: 1 : 80." There were only five staff who had to take care of five branches in the department: journalism, advertising, radio and television, public relations, and slide and movie production. Recently she asked that two branches be closed down due to lack of staff.

The problem of insufficient staff was critical in one department in a rural college. The problem resulted from changes in elementary and secondary education when English is no longer a compulsory subject. Therefore faculty members in the English department moved to other departments or left to further their studies in other fields. The number of department members was drastically reduced from 16 to 3 in a short period. When the department had to offer new programs in Business English and Tourism, the chair complained: "Our work load is considerably heavy--teaching and supervising both teacher students and tourism students, including other departmental tasks." However, he did not agree with the administrator's idea of decreasing the work to fit the number of staff. Instead, the college should provide enough staff for the department. He added that he became very frustrated at the time when the budget had to be revised to reflect the reduction in personnel.

At another urban college, where there were two demonstration schools--one for elementary and the other for secondary, the dean interviewee reported that an untenable situation was created. Faculty members were required to teach in the demonstration schools. This made professional development for staff impossible since the time alotted for this function was spent in the demonstration schools.

However, while there was a shortage of staff in some fields, some departments had a surplus due to the fact previously mentioned that the Department of Teacher Education took authority in filling the vacancies or in transferring staff.

Open-ended responses and interview comments pointed to limited academic staff and lack of staff cooperation as major deterrents to development of the role of the chair. Lack of cooperation from faculty members made the chairpersons' job even harder as they were forced to complete extra tasks and chores. One dean observed, "staff do not cooperate with chairs since the evaluation process is not valid, thus there is no effect on them whether they work or not." Chairpersons had to follow-up every task they assigned to faculty members. Most chairpersons did not try to create any projects since they had to finish them by themselves. In addition, building a quality curriculum or program with a small faculty and more specifically with very little collaboration seemed impossible.

Due to the lack of support staff, faculty members were required to have a secondary job in support units, such as registration, student activities or printing services, in order to get merit payment. A heavy teaching load (up to 20 hours) was considered only one job. It was very discouraging for those who put their effort into academic matters, especially teaching, since the proportion of those who got merit payment was very low compared to those who also worked in supporting units. Fifteen faculty members reported that staff had to do other jobs which they thought were more important than teaching. Worse still, one faculty member who was a former chairperson in an urban college reported that in some faculties even chairpersons have to do another job in a supporting unit. Being a chair was not considered important or time-consuming enough.

Another problem reported by several chairs and faculty was the difficulty in handling inter-personal status, since everyone thought he/she was more important than everyone else. People became more self-centered and did not separate personal business from work. One chairperson remarked, "People become more sensitive to comments and criticism." Staff over 40 years old became lethargic and indifferent. Those who were older just waited for their retirement. One faculty member who was a former chairperson and dean in a rural college believed: "The college policy clearly encourages staff to show their capacity in research and publication. However, only a small percentage follow the policy." He also believed that it was the chairpersons' responsibility to inspire staff to conduct research. Yet another chairperson, in the same college, observed that it was very difficult to motivate staff. She tried applying Maslow's and Herzberg's theories, however the theories did not work with her staff. It was not easy to have a fully attended meeting, even though there were only four members in the department.

Most chairpersons believed that economics might be the cause; that people had to find a second job (outside the college) in order to survive. So they could not put all their effort into their college work. However, one chairperson said that the last 10 years were not as bad since most people were still energetic. The economic situation was still good and collegiality was strong. Only recently has sense of professionalism of faculty members been decreasing and professional development been ignored. Others noted that some staff had not attended any professional development for years. One faculty member believed that

> The situation will be better if there is new generation of faculty members but I still hope that we can make a change if we can inspire the present faculty members to have more sense of professionalism. The most important thing is that administrators have to support chairs both psychologically and materially. If facilities are adequately provided, I am certain that people want to work.

Not only chairpersons but also the four faculty members who were interviewed mentioned that it was frustrating to deal with colleagues. They reflected that it was impossible to communicate with faculty members since most offices were deserted. Although chairpersons delegated the responsibilities, they had to always check whether the task was done. Administrators did not react to chairpersons' reports of unsatisfactory faculty members, which made the chair role unimportant. The problem of irresponsible staff needed serious re-evaluation.

Management Style

Many chairpersons and some deans indicated in the open-ended questions and the interview responses that management style was an area of concern for academic departments. There was too much centralization and top-down management. Nearly all decisions were made by the upper level administrators. Chairs were superficially involved, and most meetings dealt with decided plans. One dean said: "Chairs have to implement plans set by upper echelon administrators. Sometimes the president asks the department to offer new programs when staff are not ready." This was supported by one chair's claim that "they [the administrators] opened a new program without consulting me. They did not even care that we have very few staff." Shared authority was seldom exercised in teacher colleges. Another dean criticized: "The president works only with his vice-presidents and does not listen to others, specifically the chairs. He has too much self-confidence. He must be right." It was noted that the current problems happened because the ones who set the policy and those who had to implement it were not in the same group. Moreover, chairs had to depend mostly on deans. According to one faculty member: "Chairs request budget through deans. It all depends on the dean whether they'll fight for it or not."

Moreover, there was too much red tape in teacher colleges. For example, the president must sign every document. Teacher colleges have no autonomy since they are under the jurisdiction of the Department of Teacher Education which is very bureaucratic. In many instances the Department of Teacher Education has too much involvement in internal management of the college. For example, instead of letting the college or the department decide who should take care of a specific seminar or workshop for school teachers in the local area, the Department of Teacher Education would directly assign it, which in many instances has resulted in inappropriate duties and expenditures.

Furthermore, faculty members could be withdrawn from the department to help in supporting units without consulting chairpersons. The result was that faculty sometimes declined to do jobs assigned by chairs, claiming that they had no time or had to do other jobs. One chairperson commented:

> Teacher colleges have changed only the name. Their structure and management are still centralized, with no academic freedom. They are like high schools where bureaucracy is very rigid. Top-down management is clearly practiced.

Underlying many of the problems cited, and sometimes specifically referred to, was the problem of lack of recognition of the chair. Although theoretically the majority of respondents agreed that chairpersons played an important role in teacher colleges, they were not recognized by their upper-level administrators or colleagues. One faculty member complained that, "chairs do not get recognition from any groups. Moreover, staff do not sincerely accept chairpersons. Chairs do not have any role either as an academic leader or as an administrator." Another added that, "it's not an honored position at all." Chairs as well as faculty members revealed that it was difficult for them to work effectively.

Other Problems

Some respondents also cited other problems not yet discussed. Among these were (a) rapid changes in the market place which affects the demand for programs; (b) performance evaluation criteria which are rough and difficult to follow; (c) limited college space for expansion, no department office, and poor office facilities; and (d) the inefficient structure of the college.

Recommendations

In offering solutions to these problems, lengthy recommendations which supported each other were obtained from both open-ended and interview questions. However, each constituency's suggestions were in different orders of priority.

Since authority seems to be one of the biggest problems for chairs, the majority of them (16), supported by the majority of faculty members (44) and a few deans believed that administrators should delegate more authority to chairs. Participation in decision making should be implemented. Chairs must not only accept policy, but also play an important role in policy planning and decision making with other administrators. The voices of chairs must be heard. They must have authority in making decisions in all academic-related matters. Chairs must have authority for salary recommendation, especially for merit payment. They should play an important role in staff recruitment. Administrators must delegate responsibility so that chairs have real authority in assigning tasks and dealing with unsatisfactory performance. Chairpersons' authority should be commensurate with their responsibilities. They should have more autonomy.

The next recommendation was to organize seminars to make chairs' role clear and to emphasize their importance to everyone. This was supported by all constituencies. Two chairs in the same college agreed that they wanted to see administrators emphasize the importance of departments more than supporting units. Administrators should give more moral support so that the general respect toward the position of chair is enhanced. Administrators have to do more than give lip-service to the concept that academics are important, by giving more support so that academic goals can be reached.

Many respondents of all constituencies suggested the structure of the college be revised so that it be more decentralized and the department has more autonomy. One faculty member commented, "The Teacher College Acts need to be revised so that they agree with the changes. Maybe we have to look at university models." If teacher colleges want to upgrade their status, the president must not have absolute authority.

Many chairs, supported by several faculty members, suggested that chairs get extra payment since they have more work to do than faculty members. Not only the payment for chairs but also expense allowances for department management must be considered. [Due to bureaucratic inequalities, budget allocations are not available at lower departmental levels for expenditures such as guest reception, although the same expectations for hosting guests exist.] Most chairs spend their own money for those mentioned events and also when they have to go out to contact other institutes or agencies. There should be a common budget that chairs could use for those departmental "social events." However, due to the fact that there were many departments (too many chairs), two chairs asserted that extra payment is appropriate only if the college structure is revised.

There was no agreement among deans about extra payment for chairs. Some mentioned that if secretarial assistance were provided there was no need for extra money and if chairs are paid they should work more seriously. These deans contended that internal incentives should be more important. However, one faculty member strongly believed that, "money would not make the status of the chair better. It can only reinforce chairs to work smoothly but not to create others' respect for chairs." Furthermore, one dean purported that chairs should get one merit payment while they are chairs under the condition that they have to prove themselves to be efficient. This merit payment would act as an incentive to chairperson. This idea was supported by only one faculty member.

Of all the constituencies only a few of each category suggested that secretarial help be provided so that chairs have more time to plan for a better future of the department. As well, working climate and facilities such as an office with appropriate tables and chairs should be encouraged. Another recommendation was better preparation and training for chairs as well. Faculty members suggested that chairs deserve sabbatical leave or overseas study trips. There was support that all staff should have professional development on regular systematic basis.

Another recommendation is that being a chair should be a recognized step on the career ladder. Regardless of how competent and effective one is as chair there is no guarantee that one will become dean. One faculty member, a former chair and dean, strongly recommended: "There should be a selection committee for dean. The dean should be appointed from the best chair, not by general voting."

As soon as a chair is elected, training should be provided. A long-range planning meeting among administrators and chairs is needed so that there is a common understanding of what are the priority goals. One faculty member commented:

> The budget should be planned for at least a 5-year term, not year by year so that big projects can be done successfully and chairs know how to create work to suit the budget. Chairs will not be hurt if they know how much budget they have rather than propose projects and be rejected due to no budget. Moreover, spending budget should be more flexible. Chairs who are eager to work should be supported with college budget instead of having to do some fund-raising which is time consuming and tiring.

One chairperson eloquently expressed his belief that the situation in teacher colleges could be improved:

> I have a strong belief that the system can be changed. The important thing is to change people's attitudes about those regulations that can be revised to suit the present situation. For example, regulations for financial matters which have been used for decades. We have to make everyone feel [financially] secure to work in the system. Once they feel secure, they certainly put more effort in their work, if not they know that they can be fired.

Last but not least, due to lack of staff and mobility, one chair suggested some departments be closed or combined with others since at present there are too many departments and supporting units with too few staff in each.

Summary

The data from the open-ended and interview questions supported the conclusions from the quantitative sections of the questionnaire. Recruitment and retention of chairs is highly dependent on individual motivation and contextual variables. There was a high degree of agreement among all three constituencies that the position of the chair is critically important. However, all interviewee respondents, except for one from each constituency, confirmed the prevailing negative attitude towards the position. Chairs were not recognized by their colleagues, especially upper-echelon administrators. Their authority was very minimal and they were seldom included in policy planning decisions. This resulted in the cliche: "No one wants to be the chair." Respondents expressed a range of opinions with regard to the existence of job descriptions. However, due to the attitude toward the position and the low status of the chair, job descriptions meant nothing to most people. Yet, the need for job description revision was recognized.

Responses differed regarding the qualifications of chairs. The notable qualifications for chairs mentioned were personal characteristics, e.g., good human relations skills, open-minded, and dedicated to the college; and suitable educational background and academic rank. Chairs were usually informally elected by their colleagues, followed by official appointment. Since most departments were small or medium size, rotation of chairs was rather common. A term of four years was the normal practice. It was agreed that chairs should have received some preparation for the position, either before or during or both.

The majority of respondents agreed that chairs contributed in many ways to the operation of teacher colleges. The most remarkable contribution was in academic matters. Although chairs indicated they gained nothing from being a chair, other respondents felt that chairs gained personal and administration experience. Respondents exhibited different preferences for chairs' benefits. However, the most critical one was the recognition chairs should receive from the administrators and their colleagues. Extra payment and the chance for professional development were also mentioned.

There were some remarkable consistencies regarding the problems facing chairs. Five most frequently mentioned problems were lack of authority, insufficient budgets, inadequate personnel, lack of cooperation of staff, too much centralized and top-down management, and no recognition for chairs. In congruence with the problems, a variety of recommendations were made. It was crucial to emphasize the importance of chairs. Authority should be delegated to chairs, especially for staff and student recruitment and salary and merit payment recommendations. Participation in decision making should be more widely practiced. Administrators should support chairs financially and morally. Secretarial help is needed as well as working facilities. However, it seems that these recommendations cannot be accomplished unless morale is improved in all college staff.

Because of the key potential role played by the department chair, it is important to consider the means by which chairs are selected and the criteria applied. The selection of a department chair should be based on a thoughtfully constructed set of procedures, and not on politics alone.

CHAPTER 6

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This final chapter presents an overview of the study, a summary of the major findings, and a discussion of the findings. Finally, the conclusions and implications of the study for practice, theory, and research are presented.

Overview of the Study

This section highlights (a) background and purposes of the study, and (b) research methodology.

Background and Purposes of the Study

Under the provision of the Teacher College Act (1984), the role of the existing 36 colleges was expanded from special purpose to comprehensive higher education institutions. Whether the teacher colleges have been successful in making this transition up to now is difficult to determine. Insight can be gained by studying the role of the department chairperson, who could potentially be the key to the success of the transformed colleges.

The intent of this study was to describe and analyze the role of the department chair in teacher colleges in Thailand. A major objective of the study was to conduct an examination of the role of the department chairperson, as perceived by chairpersons, deans, and faculty members in teacher colleges. The particular purposes of the study were as follows: (a) to assess the perceptions of the actual and preferred involvement regarding a set of administrative functions of the chair; (b) to compare the perceptions of actual and preferred involvement ; (c) to compare the perceptions of the three constituencies; (d) to explore possible relationships of the perceptions of respondents and demographic factors; and (e) to identify other common perceptions related to the role of the chair, for example, their status, appointment, qualifications, and problems.

Research Design and Methodology

A review of the relevant literature and two pilot studies served as bases for the development of the questionnaire that was used to obtain responses from all chairs, deans, and faculty members in four teacher colleges--two in the north and two in metropolitan Bangkok. After analyzing about half of the questionnaire responses, supplementary interviews were conducted with 12 chairs, four deans, and four faculty members in the same colleges. The questionnaire response rate was 68.6%. Numerical data were analyzed using statistical techniques and content analysis. Interviews and open-ended questionnaire items provided valuable additional information about the role of the chair.

Summary of Findings

This section contains the major statistical findings and patterns in the perceptions obtained from the open-ended responses and interviews.

Perceptions of Actual Involvement for the Role of Chairpersons

The study revealed a variety of functions actually performed by chairs. Overall chairs, deans, and faculty members shared very similar perceptions. The fifteen highest actual involvement functions perceived by chairs were as follows:

supervise departmental expenditures
make annual departmental budget requests
allocate budget within the department
promote faculty member participation in departmental decision making
conduct department meetings
maintain essential departmental records
facilitate the acquisition of textbooks and library materials
organize term schedules of courses
allocate instructional resources
manage and supervise department physical facilities and equipment
assign teaching duties to faculty
provide counseling to students on academic matters
promote student involvement in department activities
represent the department to administration
promote the department's image and reputation

Although there was a high degree of positive correlation among the perception rankings by the three constituencies, some differences were noted. There were several functions that chairs perceived they were actually involved in, whereas deans and faculty members did not concur and vice versa. Most of the differences were between chairs and faculty members (see Table C.4.2 in Appendix C).

Perceptions of Preferred Involvement for the Role of Chairpersons

As with actual involvement, chairs, deans and faculty members had similar perceptions of the preferred involvement for the role of the chair. However, chairs and faculty members exhibited the greatest similarity in ratings for preferred involvement. Chairs' top preferences were most related to faculty matters:

promote excellence in teaching
promote professional development of faculty
promote research and publications of faculty
evaluate performance of faculty members
make promotion recommendations for faculty
promote departmental morale
encourage faculty member participation in setting academic goals
facilitate the acquisition of textbooks and library materials
allocate instructional resources
promote the preparation of instructional material by faculty
provide counseling to students on academic matters
make annual departmental budget requests
supervise departmental expenditures
promote faculty member participation in departmental decision making
promote the department's image and reputation

There were numerous similarities between the lowest "actual" and "preferred" mean scores for the role of the chair. The five lowest of "actual" and "preferred" involvement dealt with support staff.

Discrepancy Between Perceptions of Actual and Preferred Involvement for the Role of Chairpersons

The comparison of the discrepancy between perceptions of actual and preferred involvement revealed the functions that chairs should pay more attention to. The top 10 were as follows:

facilitate management of grants and contracts
deal with unsatisfactory performance by faculty members
manage the recruitment and selection of new faculty

facilitate the recruitment of support staff
deal with unsatisfactory performance of support staff
supervise and evaluate support staff
promote the development of support staff
promote research and publications of faculty
assign duties to support staff
manage conflict among faculty members

Relationship of Perceptions to Demographic Factors

For the purpose of data reduction, a varimax factor analysis was conducted of the 74 functions. Six factors were identified. Gender, educational background, academic rank, and the number of faculty members in the department seemed not to be associated with the perceptions for the role of the chair. However, respondents who held master's and doctoral degrees tended to rate "preferred" higher than those who had bachelor degrees for factor 6: teaching and research.

Age, experience in teaching, experience in administration, discipline area, and the location of the college seemed to have some bearing on the perceptions by the respondents. Respondents who had longer teaching experience (15 years and over) tended to rate the "preferred" higher than those with fewer years of teaching experience for factors that dealt with relationships with students, departmental administration, and representation and advocacy. Also they perceived that chairs were more actually involved in factor related to departmental administration, representation and advocacy, and teaching and research. Respondents 30 years or younger and respondents 40 to 49 years tended to rate the "preferred" higher than respondents 50 years or older on three factors: departmental administration, relationship with faculty, and teaching and research. Respondents from the humanities and social science reported higher ratings of "actual" than respondents from faculty of education for all factors except factor 5. They also had higher ratings of "preferred" for factors 1 and 4. This seemed to indicate that respondents in humanities and social science were more aware of the actual and potential contributions of chairs than were members in education.

The Position of Chairperson

About one third of chairs (35.2%) had been in the position for one year, 29.6 % had served between two and four years, and 21.6 % were in the second term of office (5-9 years). Most chairs had little motivation to be chairs and declined to serve for a second term. All respondents agreed that chairs were not recognized, had little authority, and too much responsibility.

The three constituencies viewed the position of chair as critically important in running the department and in controlling academic policy of the department. However, most interviewees held a generally negative attitude toward the position, especially regarding status. It was not surprising that few wanted to be a chair. Chairs were likened to "department servants."

All groups agreed that a job description would be very important. However, there was no consensus on the existence of a job description in any of the colleges. A need for job description revision was stated by all respondents.

Appointment and Professional Development

Respondents expressed a range of opinions with regard to the desirable qualifications of chairs. Educational background seemed not to be as important as personal characteristics, especially human relations skills. Dedication, broad-mindedness, fairness, patience, and good communication were some of the other qualifications required.

Generally, election by colleagues followed by official appointment by the Department of Teacher Education was the predominant pattern of procedure in designating the chair of the department. Most respondents were satisfied with the present method. Rotation of the position was found to be common in most departments. There was no consensus on the term of office of chair. However, a four-year term was normally practiced in most departments.

All respondents agreed that there was a need for chair preparation and training before chairs assumed their position. Presidents, deans, and former chairs, as well as appropriate outsiders were considered to be suitable personnel for providing the training. Information about financial regulations and other topics should be provided.

Contributions and Benefits of Chairpersons

Department chairs contributed in many ways to the operation of teacher colleges, especially in the academic sphere. However, there was no agreement on the actual benefits that chairs received. Most chairs felt that they gained little while deans and faculty members held different views. The positive benefits mentioned by the three constituencies were, for example, gaining experience in administration, having a chance to do challenging work and to develop human relations, receiving merit payment, and gaining trust and self-esteem. There was a high degree of agreement that chairs should get extra payment and receive more recognition and support from colleagues and especially from administrators. Moreover, chairs should have more opportunities for professional development.

Problems of Chairpersons

Respondents indicated five major problems of department chairs in the teacher colleges in this study. Lack of authority in many areas, for example, in making promotion recommendations, in staff recruitment, and in making most final decisions that affect the department, seemed to be critical problems for chairs. Insufficient budget was the second area of concern. Little flexibility in using the budget due to strict regulations made the problem, in many cases, even worse. A shortage of academic staff as well as support staff in teacher colleges was reported by most respondents. Faculty members were required to work in other supporting units, e.g., registrar, printing services, regardless of how much teaching load they had. Lack of staff cooperation was also reported as a major problem. Aging faculty members became more indifferent.

Another major constraint that chairs encountered was that there was too much centralization and top-down management. It was very common that chairs were not consulted in many decisions. Further, chairs were not recognized by, and did not have support from, colleagues and upper echelon administrators. Some other problems, for example, low standard of students, and rapid changes in the market place, were also reported.

Discussions of Findings

Perceptions of Chairpersons' Involvement

Generally, the data collected during interviews and via open-ended written responses of participants were compatible with the statistical findings of this study. There was a notable congruence in the perceptions for both the actual and the preferred by the three constituencies. Despite some differences in the rankings made by the three constituencies, only a few of these were statistically significant. For example, chairs perceived that they were actually involved in most functions related to departmental routines. Deans and faculty members thought chairs were less involved. Chairs complained that they were too much involved with departmental routines. They felt that they did not have real authority in the making of promotion recommendations for faculty, in evaluating faculty, or in supervising the recruitment of students, and from the tone of their voices when they discussed this matter in their interviews, this seemed to be a major issue for them. The difference in the perceptual assessments by respondents may be due to the relatively greater knowledge that chairs possess regarding departmental activities. In other words, the chairs knew better what they actually did.

The finding that respondents' perceptions of preferred involvement were significantly different from their actual involvement was not surprising. Means for preferred involvement exceeded means for actual involvement in every case. There is an implication that can be drawn from the differences. It is obvious that more is expected of chairs than is presently perceived to be done, especially regarding academic affairs.

However, academic leadership is not easy as Eble (1986) noted, getting the most out of people is a demanding and often frustrating job. In a similar vein, Cyert (1991) asserted that peer leadership, which the department chairperson must exert, is the hardest kind of leadership to exercise. For Tucker (1984), one of the chairperson's most difficult and unpleasant duties is to inform faculty members that their performance has been unsatisfactory. It is not surprising, therefore, that most of the chairpersons in Moses' (1989) and later Moses and Roe's (1990) studies, indicated they disliked the evaluating function. Thus, one of the most important findings of this study that chairs should be more involved in departmental leadership supported these authors and reflected the problems they may encounter.

The discrepancy between the actual and preferred ratings involvement for functions related to support staff was great (Table 4.7). Thus, it revealed that while chair actual involvement in such functions was perceived to be low it was considered to be important and they should give these functions greater attention. As Dennison and Gallagher (1986) have contended, "support staff are unappreciated and see themselves as on the lowest rung in the status and recognition ladder" (p. 208).

It should be noted that the function "promote research and publications of faculty" ranked relatively high both in the preferred involvement and in the discrepancy between the actual and preferred. According to McKeachie (1968), while teaching is an important function of all departments, "research is [also] an important function, and one of the criteria of [a] success[ful] university chairman is the research productivity of the departmental staff" (p. 224-225). Cyert (1991) has supported this position and asserted that the persons in the best position to raise the level of teaching and research among faculty members are the department chairs.

As teacher colleges continue to assume university status, faculty members need to be aware of the research and publication function, which is one of the most important functions of all university faculty. After the diversification of the colleges, the research and publication function along with other functions traditionally associated with university faculty were emphasized in the 1987-1991 plan. However, due to a number of factors identified in the interview data (for example, indifference, lack of skills, and lack of budget), very little attention has been given to research. For many, doing research provided few extra benefits. There was no monetary benefit, for example. In addition, many found doing research to be very difficult.

Department chairs and faculty members highly rated preference for chairs to be involved in the promotion of excellence in teaching, and the promotion of faculty professional development is also a good sign for college transformation. Interview data strongly suggested that chairs should perform these functions. Interview data in this study supported Trask (1989) who claimed that academic reward systems typically do not recognize good teachers. There seems to be an on-going debate over the balance of teaching and research in both western universities and universities in Thailand. As Trask (1989) noted:

> Faculty members are told that good teaching is important, but it is the publishing scholars who are seen (and who see themselves) as the laudable reflections of the proper academic work ethic, while colleagues who concentrate mostly on students and teaching are regarded as "unambitious throwbacks to the quaint and leisurely era of Mr. Chips." (p. 100)

Whereas Polk (1969) claimed that the rewards and prestige of academia flowed to writing, research and consulting, the data in this study indicated that the rewards system favored those who worked in the supporting units in addition to teaching. While administrative support is an essential function, equal recognition should be given to faculty who focus their energy in purely academic activities.

As Bennett (1986) has acknowledged, helping faculty members to grow and improve professionally is often time-consuming and can require great personal sensitivity.

Yet, it is clear that chairs should assume this function since Burke (1987) indicated that "organizations have changed from seeing people as replaceable parts to seeing them as an integral part of the organization" (p. 199). Chairs in this study reported concerns similar to respondents in Lucas' (1990) study, including improving the overall teaching effectiveness in the department, improving the quality of performance of those who are poor teachers, motivating alienated tenured faculty, and motivating burnt out faculty members. Professional development in Thai teacher colleges is constrained by the fact that faculty members are promoted regardless of performance. In fact, chairs have no real authority in making promotion recommendations, especially for merit payment for faculty members. Thus the problem of lethargic, uncooperative faculty members is exacerbated.

The large differences between preferred and actual means for the functions: "manage the recruitment and selection of new faculty," and "manage faculty transformation" was widely supported by the interview data. Cyert (1991) found that chairs in the United States have direct responsibility for the recruitment, retention, and separation of faculty. However, most respondents in the present study revealed that the management style of the college, which was perceived to be more centralized and top-down, deprived department chairs of authority needed to manage faculty. Respondents emphasized that chairs should play an important role in selecting their faculty members and dealing with unsatisfactory performance.

Lower preferred ratings by deans as compared with the other two constituencies in relation to most functions should be noted. This suggests that deans viewed chairs as closer to the desired level of involvement than did faculty and chairs themselves. On the other hand, it suggests that deans may not want the chairs to be more involved or to have more power. However, there were several functions where deans' ratings of preferred involvement were higher than those of chairs and faculty members. Two dealt with curriculum: "promote the development of new programs," and "facilitate the improvement of existing curriculum and programs." This supported Cyert's (1991) finding that the department chair is the individual who can best improve the curriculum, and added weight to Tucker's (1984) warning that while establishing and implementing a new program is almost always a risky business, leadership plays a crucial role.

In short, the overall preference for several functions by respondents suggest a more promising future for teacher colleges in Thailand. Faculty members have realized the significance of the change, and the need for personal development and improvement so that they can enjoy their new academic status in the university-to-be. Consequently, they perceived functions relating to faculty members to be very important for the role of the chair. Moreover, the data suggest that the role of the chair in teacher colleges requires more leadership skills and ability.

Factors Affecting Perceptions

One of the most remarkable findings of this study that chairs, deans, and faculty members shared similar perceptions in regard to the actual and preferred functions in which department chairs should be involved is not consistent with several other studies. Simpson (1984) cited Ravetch (1973) who reported that different perceptions of the role of department chairpersons were held by different constituencies. Research has shown that the expectations of the role and how it is perceived, vary as a function of many factors, for example: size of the institution, size and organization of the department, diversity of program majors, academic discipline, and location (Hirabayashi, 1970; Lee, 1972; Madron, Craig and Mendel, 1976; McLaughlin, Montgomery, and Mallpass, 1975; Neumann, 1979; O' Grady, 1973; Smart and Elton, 1976; Waltzer, 1975; Whitson and Hubert, 1982; Wolansky, 1978).

As early as 1953, Chase acknowledged that department chairpersons often find themselves in situations where different groups have conflicting expectations with regard to the functions they should perform. Biglan (1973), supported by Hayward (1986), concluded that discipline, for example, makes a difference when considering the organization of academic departments. Johnson (1976) believed that academic departments are different from each other. Three among the five differences he discussed were the fact that some departments have research and development funds which far exceed the resources provided by the central administration for teaching purposes; some departments have vast facilities to maintain, such as chemical laboratories, while other departments only use classroom and office space; and some departments have more faculty members and students and larger budgets. Moses and Roe' s (1990) study appears to support this position. They found wide differences among department chairpersons in their orientation towards their responsibilities depending upon such factors as

> the traditions of the department, its size, its recent history and current ethos, its relationships within the institution, the impact of particular events (for example, staff changes, rising or falling student numbers, curriculum innovations), the length of headship term, and the status, personality and previous experience of the incumbent. (p. 33)

However, while the findings of this study were inconsistent with the findings of the studies cited above, they appear to support other research, especially a study by Falk (1979) which showed that there is considerable agreement among faculty members, administrators, and chairs about which tasks the chair "absolutely must" or "preferably should" carry out. In his 1986 study, for example, Watson found that perceptions of the department chairs no longer varied according to particular disciplines. Further, Knight and Holen (1985) found no significant differences in regard to perceptions of the chairperson role across wide variations in size and type of institution and academic discipline in their national study of chairpersons.

A possible explanation, in relation to this study, may be that there were few differences in the size of the colleges (see Table 3.1) or departments that were the focus of the study. Most departments were small to medium size (see Table 3.7). The average number of faculty members in each department were nearly the same (see Table 3.1). The organization of the departments or academic disciplines in the teacher colleges in the study were similar. Generally, the number of teacher education departments far exceeded the number of departments in other fields. Moreover, although teacher colleges have been diversified since 1984, nearly all faculty members were teacher education oriented.

Role Definition

Although the survey findings indicated high consistency in the perceptions of actual and preferred involvement for the role of the chair among constituent groups, the problem of the unclear role for chairs was clearly indicated by most interviewees. As Hammons (1984) noted, despite all the research studies about the roles and responsibilities of chairs, the great majority of chairs reported role definition to be a major problem area. Its presence in Thai teacher colleges is manifested in a number of ways: as an unclear or nonexistent statement of responsibilities and as an imbalance between what chairs have authority to do and those activities for which they have responsibility. Bennett (1982b), Carroll (1976, 1974), and Smith (1972) indicated that role conflict is a serious problem among chairs. Chairs in Moses and Roe's (1990) study reported that they did not really know what the university's expectations were, and the university had no central objective or direction.

There was no consensus from the interview data whether job descriptions existed for department chairs in this study. However, an impression emerged that there was a strong need for job description revision since the ones that existed were outdated. Turner (1983) suggested that in a period of painful retrenchment, of shrinking resources, and of mounting pressures to improve quality, administrators should seek to use their department chairs more effectively by rethinking their role. He asserted: "A good place to start is to prepare a job description for the department chair. It should neither overwhelm nor inhibit creative performances. It should identify in precise terminology behaviors and the functions expected of the department head" (p. 25). As well, Demsey and Gregorc (1988) emphasized that the ideal model of a job description should be "a tool rather than a piece of paper" (p. 25). The job description must reflect the nature of students, the specific qualities of teachers, and the various internal and external constraints that could influence the success of the department chair and the department. It also needs to offer explicit means for evaluating the chair's performance.

However, Zion's (1978) differentiation of role definition and job description should be considered. He noted that the role expands upon the purpose (rationale) of the individual in the organization, while the job description itemizes the activities in which the individual engages to fulfill a specific role. Further, activities are related to specific objectives for a given year, and these activities and objectives may change radically over a short or a long period. Finally, Tucker (1992) cautioned that the job of chair varies so much from department to department that a detailed standard job description is difficult to compose.

However, the need for clear role definition for department chairs in teacher colleges in this study is crucial. There seemed to be a contradiction in the findings. On one hand, the questionnaire revealed high preferred perceptions on functions dealing mainly with faculty matters which mostly required leadership skills. This implied that chairs should have authority in dealing with these functions. On the other hand, the interview data revealed that chairs did not have authority in, for example, evaluating faculty performance, making promotion recommendation, recruiting or transferring faculty, or dealing with unsatisfactory faculty performance. Most respondents felt that the chair's role was that of administrative coordinator--someone to facilitate the work of colleagues and relieve them of administrative chores.

Rewards and Costs of the Chair

The study has established the importance of the position of chair in the teacher colleges, and is therefore, consistent with numerous studies and reviews (Carroll, 1974; Corson, 1960; Dedmon, 1985; DeFleur, 1970; Hirokawa, Barge, Becker, and Sutherland, 1989; Jennerich, 1981; Mobley, 1971; O' Grady, 1973; Siever, Loomis, and Neidt, 1972; Smart and Elton, 1976) which have confirmed the department chair as an important and critical position in the governance of academic institutions. Cyert (1991), who was the president of Carnegie Mellon University from 1972-1990, emphasized that "without an outstanding department head it is difficult to develop or maintain an outstanding department" (p. 68).

However, while the role of the department chair was considered critical in teacher colleges, not all individuals were happy in the position since the responsibilities and the accountability requirements seemed to outweigh the educational rewards. In this regard, the results of this study support those of many other authors (Bennett, 1982c; Bragg, 1981; Moses and Roe, 1990). Besides having to deal with many duties and having to stay on top of the problems associated with the duties, Bowen (1989) claimed that chairing an academic department is generally a "thankless job"

> with at least as many drawbacks as rewards in terms of curtailed or aborted research, of choices between quick class preparation and inadequate attention to administrative demands, and of shouldering responsibility for short budgets, cutbacks, faculty screwups, poor teaching, irate students, and threats of ligitigation by parents on the one hand and aggrieved faculty member on the other. (p. 39)

Furthermore, Bennett and Figuli (1990) posited that chairpersons at many institutions have toiled in relative obscurity and isolation. Without much institutional recognition or support, they have attended to the multiplicity of activities for which they typically have responsibility. Frequently they have labored alone and often they have been sustained more by their own convictions about the importance of the position than by the attentions paid to it or to them by key campus administrators.

As a result, it is not surprising to find that more than one department in the teacher colleges that were the focus of this study have been dismayed to find that none of their able people are willing to assume the role of chair under any circumstances--a finding supported by DeFleur (1970) and Dressel, Johnson, and Marcus (1970). The chairpersons in this study were similar to those in Waltzer's (1975) study who complained that they saw themselves "being turned into clerks so consumed with routines that they cannot adequately engage in academic leadership, and they can't avoid the sense that they are losing their professional currency and identity" (p. 11). The low prestige associated with the chairship in the teacher colleges that were the focus of this study has also been noted by McKeachie (1968) in the United States: "In many departments the attitude of the faculty toward a colleague who accepts the departmental chairmanship is much like that of nuns toward a sister who moves into a house of prostitution" (p. 221).

As has been found in previous studies, chairpersons and faculty members in this study reported that stress was a common ailment of department chairpersons. Likewise Gmelch and Burns (1990) and Gmelch (1991) indicated that chairs suffered from serious stress from the managerial stressors of program approval, complying with rules and regulations, completing paperwork on time, resolving collegial differences, and making decisions affecting lives of others.

Appointment and Professional Development

Hicks and Sperry (1986) asserted: "A department is judged by the academic reputation of its faculty and its output" (p. 319). As well, Jennerich (1978) claimed: "Few good departments exist without good chairpersons" (p. 10). These comments reflect the direct relationship and the key role that department chairpersons play in determining an institution's reputation and priorities. Therefore, it has been argued that the selection of department chairpersons should be based on a thoughtfully constructed set of procedures.

The findings of this study, however, were consistent with several studies (e.g., Brann, 1972; Ehrle, 1975; Heimler, 1967; Mobley, 1971; Patterson, 1966) and revealed that department chairs in teacher colleges were normally elected informally by faculty members. This approach seems to be based on the assumption that the faculty know best who would be a good chairperson. However, Tucker and Bryan (1988) commented that the election works well for the department that is medium- to large in size, strong, and mature and where all of its senior professors are highly respected in their professions and work well together.

In regard to rotation of the chair role amongst various members of the faculty, those respondents who were in favor of it felt that everyone should experience the frustrating job. Those who disagreed with this notion argued that not everyone *can* be chair--an argument supported by Adler (1984) and Angiolillo (1965). The climate associated with the selection of chairs in teacher colleges is captured by Eble (1986) who asserted: "Those who want the position are often ruled out for their wanting it. Those who don't want it are often, and unwisely forced into it" (p. 2). The view was supported by Ehrle and Bennett (1988).

However, Tucker and Bryan (1988) have noted that while rotating chairpersons might work well in small departments that have only four to six faculty members, it does not work well in large departments since it is unlikely that all members of a large department would have the necessary qualifications to be good chairpersons in a larger, more complex organization. The concept of rotating chairperson, even in the best colleges and universities,

> often deflates the importance of leadership, turning the position into a kind of thankless and somewhat onerous task that is so uninviting that everyone must be made to share every once in awhile so that the misery can be spread around. (p. 42)

Although there are many ways in which department chairs are selected, Ehrle and Bennett (1988) have contended that the process remains difficult for all institutions. Smart (1976) has recognized that while there is no single formula for the recruitment and selection of chairpersons, it is crucial that the process recognize the need for a good fit between personality and the task requirements of the job.

Another problematic aspect of the recruitment and selection of chairs is the term of service. Opinion is divided as to the most desirable length of term for the departmental chairmanship. The findings of this study in this regard are consistent with Patterson's (1966), whose respondents expressed the highest preference for a four-year term and the next highest preference for a five-year term. The data in this study show that most respondents were satisfied with the four-year term. However, various authors have stated that the proper length for a department chair term of office is difficult to determine. Mobley (1971) mentioned that two of the universities consulted in his study specified a term of office: one had a period of three years, the other a term of five years, and both seemed pleased with their system. Scott (1981) has also claimed that while appointment as chairperson for life was standard at the turn of the century, five years seems to be the norm now. Increasingly, the pattern is a three-year appointment with the possibility of a one-year extension (Bennett, 1982b; Tucker and Bryan, 1988; Shreeve and Others,1987). The three- to five-year term seems ideal, both for the department as an organization and for the faculty member who as department chairperson must serve multiple roles. Thus the data showed that the respondents who preferred a shorter term of two to three years were not supported in the literature.

Although there was no consensus among interviewees about the required qualifications for a department chair, human relations skills seemed to be of prime importance, since chairs had to be able to communicate effectively with faculty members, administrators, and students. Educational background or academic rank were considered not to be as important as personal characteristics. This is supported by Moxley and Olson (1990) who concluded from their study that "excellence in scholarship and teaching is no longer the *sine qua non* of chairmanship" (p. 54). They noted that regardless of the modern chairs' academic disciplines, they must possess a broad array of sophisticated managerial skills. Middlebrook (1986) observed that the chair's role of academic departments has evolved from being exclusively academic to being substantially administrative.

The finding that interpersonal skills were important for chairs in the teacher colleges in this study was consistent with those obtained by Eble (1990a), Heimler (1967), Moxley and Olson (1990), Murray (1992), and Sharma (1971) who emphasized human relations or interpersonal qualities as one of the ideal characteristics of chairpersons. Roach (1976) claimed that it has been estimated that 75 % of the chair's time is devoted to effective communication with fellow teachers, students, and administration. Such dealings require high levels of interpersonal skill. However, Bevan (1982) observed that there is no stereotype of a successful department chair or single prescription for attainment of this state.

There is sufficient evidence in the literature to support the claim that department chairpersons need certain skills or competencies regardless of their institution, academic discipline or experience as a chairperson, e.g., all department chairpersons deal with budgets, evaluate faculty, and have other delegated responsibilities that other faculty do not. Jennerich (1981) identified 14 competencies that faculty members believed were important for effective academic leadership. Four of the top-ranked competencies in Jennerich's (1981) study deal with human relations rather than managerial administrative processes. Hirokawa, Barge, Becker and Sutherland (1989) indicated 19 competencies. They can be organized in terms of the following general factors: resource management; climate management; image management; and faculty development.

Clearly, there are certain competencies required in chairpersons and learning to be a chairperson seems to take considerable time. As a result, training and preparation for chairs is essential. Hoyt and Spangler (1979), for example, have argued that "there is ample reason to believe that one of the surest methods for improving the quality of a college or university would be to improve the quality of its department heads" (p. 291). However, despite this growing recognition that department chairs need to be trained, there is widespread acknowledgment that department chairpersons come into this position with no training or preparation (Bennett, 1982b; Booth, 1982; Bragg, 1981; Creswell, Wheeler, Seagren, Egly and Beyer, 1990; Davies, 1989; Gmelch and Seedorf, 1988; Goldenberg, 1990; Hammons and Wallace, 1977; Lucas, 1986; Shtogren, 1978b; Thibault, 1989; Tucker, 1984). Monson (1972), for example, concluded that most new chairpersons were chosen and then put into their position where "they were left to sink or swim. Most felt overwhelmed by their own inadequacies" (p. 38).

The interview data indicated that preservice preparation, inservice training, and self-improvement activities of chairs in teacher colleges were, in most cases, at best minimal, and at worst, nonexistent. They indicated the need for training in several areas which were consistent with those reported by a number of other authors (Booth, 1982; Bragg, 1981; Heimler, 1967; Hicks and Sperry, 1986; Hoshmand and Hoshmand, 1988; Lonsdale and Bardsley, 1984; McKeachie, 1968; Moses, 1989; Moxley and Olson, 1988; Moxley and Olson, 1990; Roach, 1976; Shtogren, 1978b). Lucas (1986) and Tucker (1984), for example, concluded that the topics that should be covered in leadership skill training programs, include roles and responsibilities of a chairperson, effective interpersonal communication, how to motivate faculty, how to resolve conflict through problem solving, performance counseling, team leadership and effective group behavior, faculty development, decision making, how to bring about change, and managing conflicts.

Respondents' suggestions that new chairpersons could be helped by inviting them to discussions with experienced chairpersons is supported by Booth (1977), Monson (1972), and Shtogren (1978b). Further, Hoshmand and Hoshmand (1988) have noted that after an individual has begun her or his appointment as chair, orientation and periodic workshops are also important. They argued that on-the-job training should be available to new department chairpersons in the initial period of appointment, as well as on a regular basis for ongoing and renewed appointments. An essential element for chairperson training programs was considered to be support by the university system--both financially and in spirit. Deans and higher academic officers must be committed to the goals of training as a human resource investment.

Problems of Department Chairpersons

Serving as a department chairperson has become both more important and more difficult in recent years. Many of the factors that have given the position greater significance have also aggravated its burdens. Although the postsecondary education system in Thailand is different in its governance and organizational structure from the postsecondary education system in North America, the findings of this study indicated that departmental problems are similar. However, the degree of the differences in the problems were different. Scott (1978), for example, indicated that department chairs share similar problems: most problems are not specific to a field or a discipline. The findings reported in response to the interview and open-ended questions utilized in this study tend to confirm the positions of the authors of a number of studies regarding problems that chairs face (Adler, 1984; Baker and Zey-Ferrell, 1982; Bowker and Lynch, 1985; Hammons and Hunter, 1977; Moses and Roe, 1990; Wallace, 1976). In short, most problems involve faculty members: making salary recommendations; recruiting faculty; getting the right people promoted and tenured; staff shortages and other difficulties concerned with staffing; insufficient resources ; dealing with unsatisfactory staff performance; research in several aspects; and a complex of administrative concerns.

That authority is a critical issue for department chairperson in this study, particularly as it relates to decision making at the departmental level is clearly recognized in the literature (Baker and Zey-Ferrell, 1982; Booth, 1982; Brann, 1972; Moxley and Olson, 1990; Tucker, 1984; Wolansky, 1978). While chairs in this study were expected to implement policy, they seldom were involved in making policy. Most decisions were made without their having prior notice, knowledge, or consultation. This finding is consistent with those of Bragg (1981); Hill and French (1966); Hoult (1970); and Waltzer (1975) in relation to department chair experiences of decision making processes in other institutions.

Lack of funds and support staff, which was a problem for chairs in this study was also been reported by Hammons (1984) and Moses and Roe (1990) as being a problem for department chairs. As well, Hammons (1984) agreed with the respondents in this study that the problem, in some cases, was not the lack of funds but the lack of flexibility in the use of funds, delays in making budget figures known, or a lack of timely financial statements.

Conclusions

The purpose of this study was to explore the role of the department chair in teacher colleges in Thailand. The study has produced a number of significant findings from which certain conclusions can be drawn. These conclusions relate to the stated purposes of the study and problems posed.

1. Contrary to the contentions of many writers who reported considerable role conflict in the academic chairship, this study showed that there is considerable agreement among chairs, deans, and faculty members about which functions the chair actually did and preferably should carry out, although there were some discrepancies among the constituent groups. Chairs tended to have higher ratings for actual involvement for several functions than faculty members. Chairs and faculty members tended to give higher ratings for preferred involvement than did deans.

2. There were statistically significant differences between the actual and preferred perceptions of involvement for the role of the chair. Means for preferred involvement exceeded means for actual involvement in all cases.

3. Department chairs were perceived to be actually involved mainly in functions dealing with finances and resources, and departmental routines.

4. Department chairs were preferred to be more involved in faculty-oriented functions such as recruiting, developing, evaluating and improving the quality of faculty members, increasing opportunities for faculty research, reducing conflict among faculty members, and maintaining departmental quality. Although there were no statistically significant differences, deans tended to see chairs as program-oriented whose primary responsibility was program development. There was only one function dealing with students in the 15 highest ratings.

5. Whereas the functions in which chairs were actually involved were regarded as managerial, most functions in which chairs were expected to perform required leadership skills.

6. Respondents viewed functions relating to support staff and some functions relating to faculty matters as the least actual and the least preferred involvement. However, the comparison of discrepancy between the actual and preferred involvement showed that these functions needed more attention from chairs.

7. Gender, educational background, academic rank, and the number of faculty members in the department seemed not to be associated with the perceptions of the role of the chair. However, age, experience in teaching, experience in administration, discipline area, and the location of the college seemed to have some bearing on the perceptions by the respondents.

8. Respondents viewed the chairpersons as very important contributors to the college. However, the status of chair was perceived to be relatively low. Not only did chairs gain little or no benefits from the position but instead they experienced stress and tension. Thus, there was little or no incentive for faculty members to become department chairs.

9. Department chairs were generally elected informally by their colleagues, followed by official appointment by the Department of Teacher Education in Bangkok. Rotation of the chair was also a normal practice and the term of office was usually four years. There were few suggestions for the selection of the chair. There was no agreement on the existence of job descriptions, but where they did exist revision was necessary in light of the changed role of the colleges.

10. Human relations skills and the ability to communicate seemed to be of prime importance for department chairs. However, it was evident that chairs in the teacher colleges in this study usually were not exposed to any kind of training or preparation. Respondents indicated the necessity of preparation and training for the position.

11. Department chairs faced an array of problems. The five most crucial were lack of authority in making decisions which affected their departments; insufficient budget for projects, instructional materials and equipment, and facilities; a shortage of academic and support staff; and uncooperative staff. Moreover, respondents reported the problems of top-down management and too much centralization. Lack of a clear role was also indicated as a major problem. Department chairs were not generally recognized and did not receive support from upper-level administrators and colleagues.

Implications

On the basis of the findings and conclusions derived from this study a number of important implications can be identified for consideration. These implications are relevant to practice, theory, and research.

Implications for Practice

Respondents obviously realized that teacher colleges have new and expanded mandates which compel changes in the role of department chairs. The high agreement among the three groups of respondents offers hope for significant change.

First, there is a strong need for role clarification of the department chairs in the teacher colleges in this study. Colleges need to have a clear policy about the role of the chair and it should be related to the mandate goals and objectives of the college.

The department chair's job description is a determinant of his or her role, as it communicates duties and expected activities. It is a vehicle for formal communication between the central office and the chair. Therefore, central administration has to provide clear goals and objectives of the college. The college should provide a calendar showing when major events affecting chairs would occur. Moreover, administrators should provide and coordinate the resources--human, technical, financial, and physical--which support the department and the desired role of the chair. The findings from this study that certain functions were preferred for the role of the chair in the teacher colleges should be useful for revising job descriptions.

Institutional support is very important because chairs were often caught in an unhappy authority-responsibility dialectic. The authority of the chair should really be commensurate with the responsibilities. The college administrators should be attempting to foster the chair's authority by delegation. When the colleges were small and their programs comparatively simple, the president might have been able to deal immediately with staff and give personal attention to a great portion of the activities within the college. However, as the services of the colleges have become more complex, the ability of one executive to handle directly all the problems of administration has been challenged. The president, as well as vice-president and deans should delegate appropriate authority to chairs. In other words, the college should be more decentralized so that the departments have more autonomy. Moral support was also seen as essential as other supports. In particular, in order to make chairs' authority valid, they must be given authority for faculty evaluation.

Lack of training of new chairs results in the loss of initial effectiveness and efficiency, of inordinate amounts of time spent seeking assistance and information, of hesitancy in decision making, and of damaging errors as a result of poor decisions. Therefore the colleges should explore ways to provide sound preservice preparation for chairs. On-the-job-training should also be available to new and on-going chairs and as a condition of renewed appointment. The compilation of a major monograph, *A Handbook for New Chairs*, introducing chairs to their role and familiarizing them with its normal responsibilities should be considered.

Moreover, it is clear that the role of the chair at present involved mainly coordination or facilitation. There is a need for more leadership. The training referred to above must include leadership skills. Theories of leadership should be included in formal (graduate) courses available to chairs and other senior administrators.

If the ablest faculty members are to be attracted and retained as department chairs in the teacher colleges, sufficient incentives and rewards must be offered. The most obvious of these, is the provision of a stipend. Chairs should be able to have access to a full-time secretary to attend to routine management thereby allowing chairs more time for teaching, research, and major policy decisions. Moreover, being a chair should be a recognized step on the career ladder, for example to the deanship or vice-presidency.

Implications for Research

There are several implications for research both within the specific teacher colleges under investigation and in teacher colleges in general.

In further research the sample of respondents might be broadened to include the president and vice-president in order to have a more inclusive views of this position. Further, similar studies of deans and senior administrators in teacher colleges should be conducted.

To improve the performance of academic departments, future research may be required to investigate criteria for assessing the effectiveness of department chairs as well as the satisfaction of chairs' performance from different perspectives in order to provide appropriate support or training for chairs.

Studies of the professional development process for department chairs should be undertaken in conjunction with professorial development programs.

The satisfaction for the role of the chair from different perspectives is worth investigation. Last but not least, naturalistic studies of chairs at work should be considered.

Concluding Remarks

The indispensability of department chairs in colleges and universities in North America is evident. However, the view that chairs in Thai teacher colleges are important to the operation of the institutions is largely rhetoric, and is not reflected in practice. The results of this study revealed that the chair in teacher colleges was a potentially key role. The study can be considered successful to the extent that it contributes empirical data that can be useful in the enhancement of the role of the chair, who is supposed to be a key contributor to the successful transition from teacher colleges to university status.

The need for change in the chair's role and the functions they perform is obvious. In the preparation for the transition from colleges to universities, the findings of this study show that the strong educational leadership of the chair and the abilities to accomplish most functions related to academic sphere are essential. Using Tucker's (1984) terms, during the transition chairs should be "brokers" as well as "developers" rather than "caretakers."

It is crucial that attitudes toward the position change. Chairs should be recognized and receive more support from administrators and colleagues. Unless the voices of chairs are heard, and authority is delegated to chairs, teacher colleges can only change their names, not the status.

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APPENDICES

Appendix A

Questionnaires (English & Thai)

Questionnaire for Department Chairpersons

Part A - Demographic Information

Please check (/) or write in the appropriate answer.

1. At which college are you a faculty member? ______________________

2. What is your faculty? ____

3. What is your gender?
   (1) Female _____
   (2) Male _____

4. What is your age category?
   (1) Under 30 _____
   (2) 30 - 39 _____
   (3) 40 - 49 _____
   (4) 50 - 59 _____
   (5) 60 or over ______

5. What is your academic rank?
   (1) Professor _____
   (2) Associate Professor______
   (3) Assistant Professor _____
   (4) Instructor_____
   (5) Other_____________________ (please specify)

6. What is the highest academic degree you hold?
   (1) Bachelor's _____
   (2) Master's _____
   (3) Doctorate _____
   (4) Other __________________ (Please specify)

7. How many years have you been employed in a teachers college? (Include the current year as a full year.)
   (1) Less than 2 _____
   (2) 2 - 4 _____
   (3) 5 - 9 _____
   (4) 10 - 14 _____
   (5) 15 - 19 _____
   (6) more than 19 _____

8. What is the total number of years of your administrative experience? (Include the current year as a full year.)
   (1) Less than 2 _____
   (2) 2 - 4 _____
   (3) 5 - 9 _____
   (4) 10 - 14 _____
   (5) 15 - 19 _____
   (6) more than 19 _____

9. What is the total number of faculty members (full-time and part-time) in your department ?

(1) Less than 2 _____

(2) 2 - 4 _____

(3) 5 - 9 _____

(4) 10 - 14 _____

(5) 15 - 19 _____

(6) more than 19 _____

Part B - The Role of Department Chairpersons

The list below describes responsibilities which some department chairpersons fulfill. Please indicate **the degree of actual and preferred involvement** of the department chairperson. In the Actual column rate your present level of involvement. In the Preferred column indicate what you judge to be a desirable and realistic level of involvement for you to aspire to in order to work successfully as a chairperson in the reformed college.

Response Key: 0 = none, 1 = very low, 2 = low, 3 = moderate, 4 = high, 5 = very high

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Academic Functional Area Faculty Matters	Actual and preferred involvement of the Department Chairperson						
1. Assign teaching duties to faculty	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
2. Promote excellence in teaching	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
3. Assign student teaching supervising responsibilities	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
4. Assign responsibility for student advisees and academic counselling	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
5. Promote professional development of faculty	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
6. Promote research and publications of faculty	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
7. Facilitate management of grants and contracts	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
8. Facilitate faculty transformation	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
9. Manage the recruitment and selection of new faculty	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
10. Evaluate performance of faculty members	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
11. Make promotion recommendations for faculty	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
12. Manage grievance and complaints by faculty members	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
13 Deal with unsatisfactory performance by faculty members	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5
14. Manage conflict among faculty members	Actual	0	1	2	3	4	5
	Preferred	0	1	2	3	4	5

15. Promote departmental morale	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
16. Encourage faculty member participation in setting academic goals	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
17. Promote delegation of authority and responsibilities to departmental personnel and committees	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5

Student Matters

18. Supervise the recruitment of students for the department	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
19. Promote greater accessibility of students	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
20. Supervise orientation programs for students	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
21. Establish departmental policies about students	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
22. Supervise evaluation of students	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
23. Provide counselling to students on academic matters	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
24. Provide counselling to students on occupational matters	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
25. Promote student involvement in department activities	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
26. Facilitate surveys of student needs and interests concerning curriculum and instruction	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
27. Manage grievance and complaints by students	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
28. Administer student awards program	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
29. Promote a high standard of student scholarship	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
30. Promote a positive learning climate for students	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
31. Promote student-faculty relations	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
32. Facilitate employment of graduates	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5

Curriculum

33. Promote the development of new programs	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
34. Facilitate the improvement of existing curriculum and programs	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
35. Supervise off-campus programs	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
36. Promote extra-curricular activities	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
37. Organize term schedules of courses	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
38. Facilitate the acquisition of textbooks and library materials	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
39. Allocate instructional resources	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
40. Promote the preparation of instructional material by faculty	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5

Departmental Unit Functional Area

Support Staff

41. Facilitate the recruitment of support staff	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
42. Assign duties to support staff	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
43. Promote the development of support staff	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
44. Supervise and evaluate support staff	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
45. Deal with unsatisfactory performance of support staff	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5

Finance & Resources

46. Make annual departmental budget requests	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
47. Allocate budget within the department	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
48. Supervise departmental expenditures	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
49. Allocate faculty travel-research funds	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5

Physical Plant & Materials

50. Develop long-range plans for physical plant and materials
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

51. Manage and supervise department physical facilities and equipment
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

52. Supervise the acquisition of supplies and equipment for office and classroom
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

53. Assign office and/or desk space for staff
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

Other Routines

54. Manage the daily operation of the department
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

55. Manage departmental correspondence
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

56. Maintain essential departmental records
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

57. Conduct department meetings
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

58. Manage evaluation of departmental activities
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

59. Promote faculty member participation in departmental decision making
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

60. Prepare departmental annual reports
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

External Functional Area

61. Communicate department's needs to faculty
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

62. Communicate department's goals to students
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

63. Interpret and communicate college expectations to staff
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

64. Assign faculty for department and college committees
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

65. Represent the department to administration
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

66. Promote the involvement of faculty in cultural affairs
Actual 0 1 2 3 4 5
Preferred 0 1 2 3 4 5

67. Support cultural activities within the college	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
68. Promote the relations of the college to other teacher colleges	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
69. Represent the department and college at professional meetings	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
70. Represent the department and college to the community and public	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
71. Promote faculty services to community	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
72. Promote the department's image and reputation	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
73. Promote liaison with external agencies and institutions	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5
74. Solicit outside funding for departmental activities	Actual	0 1 2 3 4 5
	Preferred	0 1 2 3 4 5

Part C- Open-ended Questions

Please answer the following questions.

1. In your opinion, what are the three most important contributions of department chairpersons in teacher colleges in Thailand?

1.____

2.____

3.____

2. What are the three most difficult problems that you have encountered since becoming a department chairperson?

1.____

2.____

3.____

3. What do you think are the actual benefits of being a department chairperson?

1.____

2.____

3.____

4. What other benefits do you think a department chairperson deserves?.

1.____

2.____

3.____

5. Please identify any barriers that you anticipate in attempting to raise your performance to your desired level.

____

____

6. What recommendations would you like to make to enhance the role of department chairpersons in teacher colleges.

____

____

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____

THANK YOU FOR YOUR PARTICIPATION!

แบบสอบถามเรื่องบทบาทหน้าที่ของหัวหน้าภาควิชาวิทยาลัยครู
(สำหรับหัวหน้าภาควิชา) 5

ตอนที่ 1
ข้อมูลส่วนตัว

โปรดเลือกคำตอบที่เหมาะสมโดยกาเครื่องหมาย (x) ลงใน [] หรือเขียนข้อความลงในช่องว่างของแต่ละข้อ

1. วิทยาลัยครู 6

2. คณะวิชา 7

3. เพศ 8
   - [] (1) หญิง
   - [] (2) ชาย

4. อายุ 9
   - [] (1) ต่ำกว่า 30 ปี
   - [] (2) 30 - 39 ปี
   - [] (3) 40 - 49 ปี
   - [] (4) 50 - 59 ปี
   - [] (5) 60 และสูงกว่า

5. ตำแหน่งทางวิชาการ 10
   - [] (1) ศาสตราจารย์
   - [] (2) รองศาสตราจารย์
   - [] (3) ผู้ช่วยศาสตราจารย์
   - [] (4) อาจารย์
   - [] (5) อื่นๆ (โปรดระบุ) ....

6. การศึกษาสูงสุด 11
   - [] (1) ปริญญาตรี
   - [] (2) ปริญญาโท
   - [] (3) ปริญญาเอก
   - [] (4) อื่นๆ (โปรดระบุ) ....

7. จำนวนปีที่สอนในวิทยาลัยครูนับถึงเดือนมีนาคม พ.ศ.2535 12
   - [] (1) ต่ำกว่า 2 ปี
   - [] (2) 2 - 4 ปี
   - [] (3) 5 - 9 ปี
   - [] (4) 10 - 14 ปี
   - [] (5) 15 - 19 ปี
   - [] (6) มากกว่า 19 ปี

8. จำนวนปีที่ดำรงตำแหน่งบริหารนับถึงเดือนมีนาคม พ.ศ.2535 13
   - [] (1) ต่ำกว่า 2 ปี
   - [] (2) 2 - 4 ปี
   - [] (3) 5 - 9 ปี
   - [] (4) 10 -14 ปี
   - [] (5) 15 - 19 ปี
   - [] (6) มากกว่า 19 ปี

9. จำนวนอาจารย์ในภาควิชาของท่าน (ไม่นับอัตราจ้าง) 14

☐ (1) ต่ำกว่า 2 คน

☐ (2) 2 - 4 คน

☐ (3) 5 - 9 คน

☐ (4) 10 - 14 คน

☐ (5) 15 - 19 คน

☐ (6) มากกว่า 19 คน

ตอนที่ 2

บทบาทหน้าที่หัวหน้าภาควิชา

โปรดตอบคำถามโดยขีดเครื่องหมาย (x) บนตัวเลขที่เหมาะสมที่สุด โดยพิจารณาจากการปฏิบัติหน้าที่ของท่านในฐานะหัวหน้าภาควิชาตามสภาพจริง (actual) ในปัจจุบัน และแสดงความคิดเห็นของท่านเกี่ยวกับสภาพที่ควรเป็น (preferred) ของหัวหน้าภาควิชาในสถาบันอุดมศึกษาที่สมบูรณ์แบบหรือมหาวิทยาลัย

ความหมายของตัวเลข	0 = ไม่ได้ปฏิบัติเลย	1 = ปฏิบัติน้อยมาก
	2 = ปฏิบัติน้อย	3 = ปฏิบัติปานกลาง
	4 = ปฏิบัติค่อนข้างมาก	5 = ปฏิบัติมาก

งานวิชาการ

ด้านคณาจารย์

1. มอบหมายงานสอน	สภาพจริง	0 1 2 3 4 5	15
	ควรเป็น	0 1 2 3 4 5	16
2. ส่งเสริมความเป็นเลิศในการสอน	สภาพจริง	0 1 2 3 4 5	17
	ควรเป็น	0 1 2 3 4 5	18
3. จัดอาจารย์เพื่อนิเทศการฝึกประสบการณ์วิชาชีพของนักศึกษา	สภาพจริง	0 1 2 3 4 5	19
	ควรเป็น	0 1 2 3 4 5	20
4. มอบหมายงานอาจารย์ที่ปรึกษา	สภาพจริง	0 1 2 3 4 5	21
	ควรเป็น	0 1 2 3 4 5	22
5. ส่งเสริมงานพัฒนาบุคลากร	สภาพจริง	0 1 2 3 4 5	23
	ควรเป็น	0 1 2 3 4 5	24
6. ส่งเสริมงานวิจัยและเผยแพร่ผลงาน	สภาพจริง	0 1 2 3 4 5	25
	ควรเป็น	0 1 2 3 4 5	26
7. ประสานงานเรื่องแหล่งทุนวิจัย	สภาพจริง	0 1 2 3 4 5	27
	ควรเป็น	0 1 2 3 4 5	28
8. ประสานงานเกี่ยวกับการจัดและปรับอัตรากำลัง	สภาพจริง	0 1 2 3 4 5	29
	ควรเป็น	0 1 2 3 4 5	30

9. สรรหาและคัดเลือกอาจารย์ใหม่	สภาพจริง	0 1 2 3 4 5	31
	ควรเป็น	0 1 2 3 4 5	32
10. ประเมินผลการปฏิบัติงานของอาจารย์	สภาพจริง	0 1 2 3 4 5	33
	ควรเป็น	0 1 2 3 4 5	34
11. เสนอการเลื่อนขั้นอัตราเงินเดือน	สภาพจริง	0 1 2 3 4 5	35
	ควรเป็น	0 1 2 3 4 5	36
12. ดำเนินการเกี่ยวกับปัญหาและคำร้องเรียนของอาจารย์	สภาพจริง	0 1 2 3 4 5	37
	ควรเป็น	0 1 2 3 4 5	38
13. ดำเนินการกับอาจารย์ที่ปฏิบัติงานในหน้าที่บกพร่อง	สภาพจริง	0 1 2 3 4 5	39
	ควรเป็น	0 1 2 3 4 5	40
14. ดำเนินการเกี่ยวกับความขัดแย้งระหว่างอาจารย์	สภาพจริง	0 1 2 3 4 5	41
	ควรเป็น	0 1 2 3 4 5	42
15. ส่งเสริมขวัญและกำลังใจในการทำงาน	สภาพจริง	0 1 2 3 4 5	43
	ควรเป็น	0 1 2 3 4 5	44
16. สนับสนุนอาจารย์ให้มีส่วนร่วมในการกำหนดเป้าหมายทางวิชาการของภาควิชา	สภาพจริง	0 1 2 3 4 5	45
	ควรเป็น	0 1 2 3 4 5	46
17. ส่งเสริมการกระจายอำนาจและหน้าที่ให้บุคลากรและคณะกรรมการของภาควิชา	สภาพจริง	0 1 2 3 4 5	47
	ควรเป็น	0 1 2 3 4 5	48

ด้านนักศึกษา

18. ดูแลการคัดเลือกนักศึกษาของภาควิชา	สภาพจริง	0 1 2 3 4 5	49
	ควรเป็น	0 1 2 3 4 5	50
19. ส่งเสริมโอกาสการเข้าเป็นนักศึกษาของภาควิชา	สภาพจริง	0 1 2 3 4 5	51
	ควรเป็น	0 1 2 3 4 5	52

20. ดูแลการปฐมนิเทศนักศึกษาของภาควิชา	สภาพจริง	0 1 2 3 4 5	53
	ควรเป็น	0 1 2 3 4 5	54
21. กำหนดนโยบายเกี่ยวกับนักศึกษาของภาควิชา	สภาพจริง	0 1 2 3 4 5	55
	ควรเป็น	0 1 2 3 4 5	56
22. ดูแลการประเมินผลนักศึกษา	สภาพจริง	0 1 2 3 4 5	57
	ควรเป็น	0 1 2 3 4 5	58
23. ให้คำปรึกษาแนะนำด้านวิชาการแก่นักศึกษา	สภาพจริง	0 1 2 3 4 5	59
	ควรเป็น	0 1 2 3 4 5	60
24. ให้คำปรึกษาแนะนำด้านอาชีพแก่นักศึกษา	สภาพจริง	0 1 2 3 4 5	61
	ควรเป็น	0 1 2 3 4 5	62
25. ส่งเสริมให้นักศึกษามีส่วนร่วมในกิจกรรมของภาควิชา	สภาพจริง	0 1 2 3 4 5	63
	ควรเป็น	0 1 2 3 4 5	64
26. ประสานงานให้มีการสำรวจความต้องการและความสนใจของนักศึกษาเกี่ยวกับหลักสูตรและการสอนของภาควิชา	สภาพจริง	0 1 2 3 4 5	65
	ควรเป็น	0 1 2 3 4 5	66
27. ดำเนินการเกี่ยวกับปัญหาและคำร้องเรียนของนักศึกษา	สภาพจริง	0 1 2 3 4 5	67
	ควรเป็น	0 1 2 3 4 5	68
28. ดำเนินการเรื่องทุนการศึกษา	สภาพจริง	0 1 2 3 4 5	69
	ควรเป็น	0 1 2 3 4 5	70
29. ยกระดับมาตรฐานการให้ทุนการศึกษา	สภาพจริง	0 1 2 3 4 5	71
	ควรเป็น	0 1 2 3 4 5	72
30. ส่งเสริมบรรยากาศที่ดีทางวิชาการของนักศึกษา	สภาพจริง	0 1 2 3 4 5	73
	ควรเป็น	0 1 2 3 4 5	74
31. ส่งเสริมสัมพันธภาพอันดีระหว่างนักศึกษาและอาจารย์	สภาพจริง	0 1 2 3 4 5	75
	ควรเป็น	0 1 2 3 4 5	76

32.ประสานงานให้นักศึกษามีงานทำหลังจากสำเร็จการศึกษาแล้ว	สภาพจริง	0 1 2 3 4 5	5
	ควรเป็น	0 1 2 3 4 5	6

ด้านหลักสูตร

33.ส่งเสริมการสร้างและพัฒนาโปรแกรมการเรียนใหม่ๆ	สภาพจริง	0 1 2 3 4 5	7
	ควรเป็น	0 1 2 3 4 5	8
34.ประสานงานให้มีการพัฒนาหลักสูตรและโปรแกรมที่มีอยู่เดิม	สภาพจริง	0 1 2 3 4 5	9
	ควรเป็น	0 1 2 3 4 5	10
35.ดูแลการเรียนการสอนในศูนย์ของวิทยาลัย	สภาพจริง	0 1 2 3 4 5	11
	ควรเป็น	0 1 2 3 4 5	12
36.ส่งเสริมกิจกรรมเสริมหลักสูตร	สภาพจริง	0 1 2 3 4 5	13
	ควรเป็น	0 1 2 3 4 5	14
37.จัดทำแผนวิชาเรียนของภาควิชา	สภาพจริง	0 1 2 3 4 5	15
	ควรเป็น	0 1 2 3 4 5	16
38.แนะนำเอกสาร ตำราเรียนที่จำเป็นให้แก่ห้องสมุด	สภาพจริง	0 1 2 3 4 5	17
	ควรเป็น	0 1 2 3 4 5	18
39.จัดสรรวัสดุอุปกรณ์การเรียนการสอน	สภาพจริง	0 1 2 3 4 5	19
	ควรเป็น	0 1 2 3 4 5	20
40.ส่งเสริมการผลิตเอกสารและตำราประกอบการเรียนการสอน	สภาพจริง	0 1 2 3 4 5	21
	ควรเป็น	0 1 2 3 4 5	22

งานธุรการ

เจ้าหน้าที่ธุรการภาควิชา

41.ประสานงานเกี่ยวกับการจัดอัตรากำลังและการคัดเลือกเจ้าหน้าที่ธุรการ	สภาพจริง	0 1 2 3 4 5	23
	ควรเป็น	0 1 2 3 4 5	24
42.มอบหมายงานให้เจ้าหน้าที่ธุรการ	สภาพจริง	0 1 2 3 4 5	25
	ควรเป็น	0 1 2 3 4 5	26

43. ส่งเสริมการพัฒนาเจ้าหน้าที่ธุรการ	สภาพจริง	0 1 2 3 4 5	27
	ควรเป็น	0 1 2 3 4 5	28
44. นิเทศและประเมินผลการปฏิบัติงานของเจ้าหน้าที่ธุรการ	สภาพจริง	0 1 2 3 4 5	29
	ควรเป็น	0 1 2 3 4 5	30
45. ดำเนินการกับเจ้าหน้าที่ธุรการที่ปฏิบัติงานบกพร่อง	สภาพจริง	0 1 2 3 4 5	31
	ควรเป็น	0 1 2 3 4 5	32

งบประมาณ

46. จัดทำงบประมาณประจำปีของภาควิชา	สภาพจริง	0 1 2 3 4 5	33
	ควรเป็น	0 1 2 3 4 5	34
47. จัดสรรงบประมาณภายในภาควิชา	สภาพจริง	0 1 2 3 4 5	35
	ควรเป็น	0 1 2 3 4 5	36
48. ดูแลการใช้จ่ายงบประมาณของภาควิชา	สภาพจริง	0 1 2 3 4 5	37
	ควรเป็น	0 1 2 3 4 5	38
49. จัดสรรงบประมาณสำหรับการศึกษาค้นคว้า การประชุมทางวิชาการและการวิจัย	สภาพจริง	0 1 2 3 4 5	39
	ควรเป็น	0 1 2 3 4 5	40

วัสดุครุภัณฑ์และอาคารสถานที่

50. จัดทำแผนระยะยาวเรื่องอาคารสถานที่และวัสดุครุภัณฑ์	สภาพจริง	0 1 2 3 4 5	41
	ควรเป็น	0 1 2 3 4 5	42
51. ควบคุมดูแลวัสดุครุภัณฑ์ของภาควิชา	สภาพจริง	0 1 2 3 4 5	43
	ควรเป็น	0 1 2 3 4 5	44
52. ดูแลเรื่องวัสดุครุภัณฑ์สำหรับห้องทำงานและห้องเรียน	สภาพจริง	0 1 2 3 4 5	45
	ควรเป็น	0 1 2 3 4 5	46
53. จัดหาห้องทำงานให้อาจารย์	สภาพจริง	0 1 2 3 4 5	47
	ควรเป็น	0 1 2 3 4 5	48

งานอื่นๆ

54. จัดการงานประจำวันของภาควิชา	สภาพจริง	0 1 2 3 4 5	49
	ควรเป็น	0 1 2 3 4 5	50
55. จัดการโต้ตอบจดหมายของภาควิชา	สภาพจริง	0 1 2 3 4 5	51
	ควรเป็น	0 1 2 3 4 5	52
56. เก็บรักษาข้อมูลที่จำเป็นของภาควิชา	สภาพจริง	0 1 2 3 4 5	53
	ควรเป็น	0 1 2 3 4 5	54
57. ดำเนินการการประชุมของภาควิชา	สภาพจริง	0 1 2 3 4 5	55
	ควรเป็น	0 1 2 3 4 5	56
58. ประเมินผลกิจกรรมของภาควิชา	สภาพจริง	0 1 2 3 4 5	57
	ควรเป็น	0 1 2 3 4 5	58
59. สนับสนุนอาจารย์ให้มีส่วนร่วมในการตัดสินใจในงานของภาควิชา	สภาพจริง	0 1 2 3 4 5	59
	ควรเป็น	0 1 2 3 4 5	60
60. จัดทำรายงานประจำปีของภาควิชา	สภาพจริง	0 1 2 3 4 5	61
	ควรเป็น	0 1 2 3 4 5	62

งานภายนอกภาควิชาและนอกวิทยาลัย

61. ชี้แจงวัตถุประสงค์ของภาควิชาให้อาจารย์ได้ทราบ	สภาพจริง	0 1 2 3 4 5	63
	ควรเป็น	0 1 2 3 4 5	64
62. ชี้แจงวัตถุประสงค์ของภาควิชาให้นักศึกษาได้ทราบ	สภาพจริง	0 1 2 3 4 5	65
	ควรเป็น	0 1 2 3 4 5	66
63. ทำความเข้าใจและชี้แจงเป้าหมายของวิทยาลัยให้อาจารย์ทราบ	สภาพจริง	0 1 2 3 4 5	67
	ควรเป็น	0 1 2 3 4 5	68
64. มอบหมายให้อาจารย์เป็นคณะกรรมการของภาควิชาและวิทยาลัย	สภาพจริง	0 1 2 3 4 5	69
	ควรเป็น	0 1 2 3 4 5	70

65. เป็นผู้แทนของภาควิชาติดต่อกับฝ่ายบริหาร	สภาพจริง	0 1 2 3 4 5	5
	ควรเป็น	0 1 2 3 4 5	6
66. ส่งเสริมอาจารย์ให้มีส่วนร่วมในกิจกรรม	สภาพจริง	0 1 2 3 4 5	7
ด้านวัฒนธรรม	ควรเป็น	0 1 2 3 4 5	8
67. ให้การสนับสนุนกิจกรรมด้านวัฒนธรรมที่	สภาพจริง	0 1 2 3 4 5	9
วิทยาลัยจัด	ควรเป็น	0 1 2 3 4 5	10
68. ส่งเสริมความสัมพันธ์ระหว่างวิทยาลัยและ	สภาพจริง	0 1 2 3 4 5	11
วิทยาลัยครูอื่นๆ	ควรเป็น	0 1 2 3 4 5	12
69. เป็นผู้แทนของภาควิชาและวิทยาลัยในการ	สภาพจริง	0 1 2 3 4 5	13
ประชุมทางวิชาการ	ควรเป็น	0 1 2 3 4 5	14
70. เป็นผู้แทนของภาควิชาและวิทยาลัยในชุมชน	สภาพจริง	0 1 2 3 4 5	15
และหน่วยงานอื่นๆ	ควรเป็น	0 1 2 3 4 5	16
71. ส่งเสริมอาจารย์ให้มีการบริการด้านวิชาการ	สภาพจริง	0 1 2 3 4 5	17
แก่ชุมชน	ควรเป็น	0 1 2 3 4 5	18
72. ส่งเสริมภาพพจน์และชื่อเสียงของภาควิชา	สภาพจริง	0 1 2 3 4 5	19
	ควรเป็น	0 1 2 3 4 5	20
73. ส่งเสริมความสัมพันธ์ของวิทยาลัยกับ	สภาพจริง	0 1 2 3 4 5	21
หน่วยงานอื่นๆนอกวิทยาลัย	ควรเป็น	0 1 2 3 4 5	22
74. จัดหาเงินทุนจากภายนอกเพื่อกิจกรรมของ	สภาพจริง	0 1 2 3 4 5	23
ภาควิชา	ควรเป็น	0 1 2 3 4 5	24

ตอนที่ 3

คำตอบแบบเสรี (หัวหน้าภาควิชา)

โปรดตอบคำถามต่อไปนี้

1. ท่านคิดว่าหัวหน้าภาควิชามีส่วนช่วยในการดำเนินงานที่สำคัญของวิทยาลัยหรือไม่ ถ้ามี มีอะไรบ้าง กรุณาเขียนตอบมา 3 ข้อ

1.1 ....

1.2 ....

1.3 ....

2. ปัญหาที่ยากที่สุดที่ท่านเคยประสบมา 3 ประการ ตั้งแต่ท่านเป็นหัวหน้าภาควิชา มีอะไรบ้าง

2.1 ....

2.2 ....

2.3 ....

3. ท่านคิดว่าหัวหน้าภาควิชาได้รับอะไรบ้างเป็นสิ่งตอบแทนในการทำหน้าที่หัวหน้าภาควิชา

3.1 ....

3.2 ....

3.3 ....

4. ท่านคิดว่าหัวหน้าภาควิชาควรได้รับสิ่งตอบแทนอื่นๆอีก มีอะไรบ้าง

4.1 ....

4.2 ....

4.3 ....

5. ถ้าท่านต้องการที่จะยกระดับการปฏิบัติงานของท่านในฐานะหัวหน้าภาควิชาให้ดีขึ้นท่านคิดว่าจะมีอุปสรรคอะไรบ้าง

5.1 ....

5.2 ....

5.3 ....

6. ท่านมีข้อเสนอแนะอะไรบ้างที่จะช่วยปรับปรุงบทบาทและหน้าที่ของหัวหน้าภาควิชาในวิทยาลัยครู

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ขอขอบคุณที่กรุณาให้ความร่วมมือตอบแบบสอบถาม

Appendix B

Interview Guides

Interview Guides

1. Introduction and Background Information of the Position

   (Interviewer introduces the nature of her study and the importance of the interviews. Background of the interviewees, for example, names, departments.)

   1.1. (For chairs) How long have you been the chair? What attracted you to the job?
   Would you accept the extension if there is any? Why? Why not?

   1.2. (For deans) Have you been a chairperson? For how long?
   How do you like the present job compared to the chair?

   1.3. (For faculty members) Have you been a chairperson? For how long?
   Do you want to be a chairperson? Why? Why not?

2. Appointment

   2.1. Please tell me about the selection process of the chair. Are you satisfied with the present method? Why? Why not?

   2.2. How do you think it can be improved?

   2.3. How long is the term of office for the chair?

   2.4. What should be the proper length of the term served? Why?

   2.5. What do you think about rotation of the faculty members to be chairs?

3. Job Descriptions

   3.1. Are there job descriptions for the chair at present?

   3.2. What do chairs learn from the job description?

   3.3. How much do faculty members know about the job description and the role of the chairperson?

   3.4. How about the administrators including the dean?

   3.5. Do you think there is a need for job description revision? How could the job description be improved?

4. Status of the Chair

   4.1. What is the status of chairperson in your opinion?

4.2. How important is the position of department chairs in your opinion?

4.3. What are the attitudes towards this position according to administrators, deans, faculty members and the chairs themselves?

4.4. What are the main reasons that make people have these attitudes?

4.5. (If negative) How do you think these attitudes can be changed?

4.6. An author said: "An institution can run for a long time with an inept president but not for long with inept chairperson." What do you think about this comment?

5. Qualifications and Professional Development

5.1. What do you think should be the qualifications of chairs?

5.2. How can we help those faculty members who have to become chairpersons be ready for the position and work more effectively?

5.3. (If training be mentioned) When should the chair have the training?

5.4. What should the chair be trained in?

6. Problems

6.1. Please tell me about the most difficult problems of the chair.

6.2. Once a faculty member becomes a chair, do you think the nature of her or his work changes? Why? Why not?

7. Suggestions

7.1 Please give any suggestions that you think will enhance the work of the chair.

Appendix C

Additional Tables

Table C.2.1
Comprehensive List of Department Chairpersons' Responsibilities

Sources	Responsibilities
Doyle (1953):	1. teaching and supervisory functions
	2. administrative duties
	3. miscellaneous duties
Heimler (1967):	4. administration
	5. faculty leadership
	6. student advising
Gerber (1967)	7. develop department's program
	8. improve quality of teaching
	9. build the staff
Siever (1969):	10. promoting good teaching
	11. stimulating faculty research productivity
	12. recruiting promising faculty
Brann (1972):	13. administrative
	14. faculty
	15. promotion and liaison
	16. committees
	17 professional standing
	18. students
Anthony (1972):	19. general administration
	20. curriculum and instruction
	21. teacher improvement
	22. student relations
	23. community relation
Dilley (1972):	24. supervision of curriculum
	25. faculty development
	26. ideas and innovations
	27. evaluation of faculty and program
	28. influence
	29. interpreter
	30. problem-solver
	31. fighter
Kingston (1972)	32. policy making
	33. resource development
	34. teaching and research
	35. staffing and supervision
	36. student matters
Koehnline (1972):	37. curriculum and instruction
	38. student-oriented activities
	39. business and financial affairs

Table C.2.1
Comprehensive List of Department Chairpersons' Responsibilities
(continued)

Sources	Responsibilities
Smith (1972):	40. production, maintenance boundary
	41. production supportive boundary
	42. institutional supportive, adaptive
	43. managerial
Underwood (1972):	44. curriculum
	45. faculty
	46. resources
O' Grady (1973):	47. budget administration
	48. personnel administration
	49. academic administration
	50. general functions
McLaughlin et al. (1975):	51. academic
	52. administration
	53. leadership
Waltzer (1975):	54. departmental affairs
	55. academic affairs
	56. faculty affairs
	57. student affairs
	58. external communication
	59. budgetary affairs
	60. office management
	61. personal professional performance
Johnson (1976):	62. administrator
	63. faculty colleague
	64. student mentor
Smart and Elton (1976):	65. faculty
	66. coordinator
	67. research
	68. instructional
Startup (1976):	69. teaching
	70. research
	71. administration
	72. departmental decision-making
	73. general relationships between chairs and other staff
	74. appointments
	75. promotions
	76. relationship between chairs and the university

Table C.2.1
Comprehensive List of Department Chairpersons' Responsibilities (continued)

Sources	Responsibilities
McLaughlin et al. (1977):	77. liaison duties
	78. students
	79. graduate/research
	80. record-keeping
	81. personnel
	82. directing
Hoyt and Spangler (1979):	83. Personnel management
	84. departmental planning and development
	85. building department's reputation
Bennett (1983):	86. resolving conflicts
	87. appraising performance
	88. setting department goals
	89. making decision
Miller, Hotes and Terry (1983):	90. educational program
	91. budget
	92. faculty
	93. planning and reporting
Branch and Hammons (1984):	94. faculty-oriented ability
	95. general administrative duties
	96. curriculum and instruction
	97. student-oriented activities
	98. business/financial affairs
Lonsdale and Bardsley (1984):	99. budgeting and financial control tasks
	100. student relations and associated administrative tasks
	101. human relations and personnel administrative tasks
	102. curriculum and instruction tasks
	103. personnel/professional development tasks
	104. internal administration tasks
	105. maintenance of internal/external tasks
Marshall (1984)	106. personnel
	107. funding
	108. external relations
	109. curriculum
	110. administration
	111. technology
	112. recruitment
	113. designation
Tucker (1984):	114. department governance
	115. instruction
	116. faculty affairs
	117. student affairs

Table C.2.1
Comprehensive List of Department Chairpersons' Responsibilities (continued)

Sources	Responsibilities
	118. external communication
	119. budget and resources
	120. office management
	121. professional development
Moses (1985):	122. administration
	123. staff and student affairs
	124. budget and resources
	125. professional development
Kremer-Hayon and Avi-Itzhak (1986):	126. curriculum and instruction
	127. initiation
	128. staff development
	129. democratic leadership style
	130. departmental status
Creswell, Seagren and Wheeler (1987):	131. faculty orientation
	132. external orientation
	133. program orientation
	134. management orientation
Winner (1989):	135. budget planning, development and control
	136. student relations and administration
	137. human relations and personnel administration
	138. curriculum and instruction
	139. internal administration
	140. professional development
	141. maintenance of internal/external relationships
Moses and Roe (1990):	142. administration
	143. staff and student affairs
	144. budget and resources
	145. professional development of staff
	146. own academic activities
Herr (1991)	147. departmental governance
	148. instruction
	149. faculty affairs
	150. student affairs
	151. external communication
	152. budget and resources
	153. office management
	154. professional development

Table C.2.2
Summary of Department Chairpersons' Responsibilities

1. Academic Functional Area (49) (51) (55)
   Faculty Affairs (14) (45) (56) (65) (92) (116) (123) (131) (143) (149)
      -appointments (74) (113)
      -build the staff (9)
      -evaluation of faculty (27) (87)
      -faculty colleague (63)
      -faculty leadership (5)
      -faculty-oriented (94)
      -own academic activities (146)
      -personal professional performance (61)
      -problem-solver (30), resolving conflicts (86)
      -professional standing (17)
      -Professional/Staff Development (21) (25) (103) (121) (125) (128) (140) (145) (154)
      -promote good teaching (8) (10)
      -promotion, designation (15) (75)
      -recruiting faculty (12) (112)
      -research (11) (34) (67) (70) (79)
      -teaching (34) (69)
      -teaching and supervisory function (1) (35)

   Student Affairs (18) (36) (57) (78) (117) (123) (143) (150)
      -student advising/mentor (6) (64)
      -student-oriented (38) (97)
      -student relation (22) (136)
      -student relations and associated administration tasks (100)

   Curriculum and Instruction (7) (20) (24) (37) (44) (90) (96) (102) (109) (126) (133) (138)
      -instructional (68) (115) (148)

2. Departmental Functional Area (2) (4) (13) (19) (52) (62) (71) (95) (100) (110) (122) (134) (136) (142)
      -budget administration/affairs (47) (59) (91) (99) (107) (119) (124) (135) (144) (152)
      -business and financial (39) (98)
      -departmental affairs (54) (84)
      -departmental decision-making (72) (89)
      -departmental governance (114) (147)
      -directing (82)
      -fighter (31)
      -general/miscellaneous duties (3) (50)
      -ideas and innovation (26), technology (111))
      -influence (28)
      -initiation (127)

Table C.2.2
Summary of Department Chairpersons' Responsibilities (continued)

- -internal administration (104) (139) (141)
- -maintenance of internal tasks (105)
- -managerial (43)
- -office management (60) (120) (153)
- -personnel administration (48) (81) (83) (101) (106) (137)
- -planning and reporting (93)
- -policy making (32)
- -production, maintenance boundary (40)
- -production, supportive boundary (41)
- -record keeping (80)
- -resources (33) (46)

3. External Functional Area
    - -building department's reputation (85)
    - -committees (16)
    - -community relation (23)
    - -coordinator (66)
    - -departmental status (130)
    - -external communication (58) (108) (118) (132) (141) (151)
    - -institutional supportive adaptive (42)
    - -interpreter (29)
    - -liaison duties (15) (77)
    - -maintenance of external tasks (105)
    - -relationship between chairs and university (76)
    - -relationship between chairs and staff (73)
    - -setting departmental goals (88)

* Note: Numbers shown in parentheses are from Table 1, Comprehensive List of Department Chairperson's Role

Table C.4.1
Comparison of the Perceptions of the Actual and Preferred Involvement for the Role of Chairpersons

Functions	Chairs n=88			Deans n=15			Faculty n=320		
	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance
1.Academic Functional Area									
1.1 Faculty Matters									
1. Assign teaching duties to faculty	0.09	0.64	.525	0.67	2.87	.012	0.32	4.72	.000
2. Promote excellence in teaching	1.38	10.37	.000	1.93	5.40	.000	1.59	19.44	.000
3. Assign student teaching supervising responsibilities	0.53	3.92	.000	1.13	3.90	.000	0.84	11.77	.000
4. Assign responsibility for student advisees and academic counselling	0.56	4.15	.000	0.60	2.20	.045	0.78	10.12	.000
5. Promote professional development of faculty	1.27	8.61	.000	1.33	4.39	.001	1.57	18.85	.000
6. Promote research and publications of faculty	1.84	11.07	.000	2.13	6.09	.000	1.88	20.51	.000
7. Facilitate management of grants and contracts	2.25	13.44	.000	2.33	6.04	.000	2.27	24.47	.000
8. Facilitate faculty transformation	1.63	9.53	.000	1.67	4.31	.001	1.84	20.72	.000
9. Manage the recruitment and selection of new faculty	2.11	10.08	.000	1.60	4.41	.001	2.15	22.70	.000
10. Evaluate performance of faculty members	1.33	8.41	.000	1.13	5.26	.000	1.49	18.09	.000
11. Make promotion recommendations for faculty	1.22	7.51	.000	0.73	3.56	.003	1.23	15.24	.000
12. Manage grievance and complaints by faculty members	1.14	6.96	.000	1.33	4.93	.000	1.38	15.49	.000

Table C.4.1 (continued)

Functions	Chairs n=88			Deans n=15			Faculty n=320		
	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance
13. Deal with unsatisfactory performance by faculty members	2.13	10.30	.000	2.67	7.14	.000	2.05	21.32	.000
14. Manage conflict among faculty members	1.70	10.05	.000	1.93	4.18	.001	1.76	20.19	.000
15. Promote departmental morale	1.43	8.45	.000	1.67	4.80	.000	1.77	19.17	.000
16. Encourage faculty member participation in setting academic goals	1.00	8.27	.000	1.80	4.21	.001	1.68	18.47	.000
17. Promote delegation of authority and responsibilities to departmental personnel and committees	1.13	6.97	.000	1.13	3.24	.006	1.47	16.71	.000
1.2 Student Matters									
18. Supervise the recruitment of students for the department	1.25	6.33	.000	0.93	4.53	.000	1.42	16.37	.000
19. Promote greater accessibility of students	1.43	7.49	.000	1.40	3.61	.003	1.41	16.43	.000
20. Supervise orientation programs for students	0.89	5.29	.000	0.40	0.82	.424	1.25	15.26	.000
21. Establish departmental policies about students	1.09	7.47	.000	0.73	2.58	.022	1.51	18.60	.000
22. Supervise evaluation of students	0.89	6.04	.000	0.93	2.51	.025	1.22	15.77	.000
23. Provide counselling to students on academic matters	0.59	4.51	.000	0.93	3.29	.005	1.20	15.51	.000
24. Provide counselling to students on occupational matters	0.74	5.56	.000	1.13	3.52	.003	1.33	17.54	.000
25. Promote student involvement in department activities	0.64	4.91	.000	1.07	3.76	.002	1.06	14.45	.000

Table C.4.1 (continued)

Functions	Chairs n=88			Deans n=15			Faculty n=320		
	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance
26. Facilitate surveys of student needs and interests concerning curriculum and instruction	1.36	9.48	.000	1.40	3.61	.003	1.86	21.86	.000
27. Manage grievance and complaints by students	0.92	6.36	.000	0.87	2.23	.043	1.43	17.75	.000
28. Administer student awards program	0.80	4.45	.000	1.13	2.83	.013	1.37	15.78	.000
29. Promote a high standard of student scholarship	1.20	8.12	.000	1.87	4.09	.001	1.60	18.65	.000
30. Promote a positive learning climate for students	0.88	7.91	.000	1.13	2.92	.011	1.58	20.19	.000
31. Promote student-faculty relations	0.89	7.37	.000	1.13	3.52	.003	1.28	15.47	.000
32. Facilitate employment of graduates	1.39	8.43	.000	1.60	5.24	.000	1.69	19.66	.000
1.3 Curriculum									
33. Promote the development of new programs	1.35	8.63	.000	2.07	5.07	.000	1.75	20.00	.000
34. Facilitate the improvement of existing curriculum and programs	1.31	8.41	.000	2.00	4.97	.000	1.71	19.69	.000
35 Supervise off-campus programs	1.08	6.81	.000	1.40	4.18	.001	1.48	18.66	.000
36 Promote extra-curricular activities	0.85	6.28	.000	1.40	4.58	.000	1.36	17.90	.000
37. Organize term schedules of courses	0.42	3.48	.001	0.67	1.85	.086	0.98	12.71	.000
38. Facilitate the acquisition of textbooks and library materials	0.53	4.98	.000	1.00	3.62	.003	1.20	15.18	.000
39. Allocate instructional resources	0.66	6.38	.000	0.73	2.95	.010	1.29	16.35	.000

Table C.4.1 (continued)

Functions	Chairs n=88			Deans n=15			Faculty n=320		
	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance
40. Promote the preparation of instructional material by faculty	0.97	8.50	.000	1.60	5.53	.000	1.56	19.31	.000
2. Departmental Unit Functional Area									
2.1 Support Staff									
41. Facilitate the recruitment of support staff	2.01	9.70	.000	1.73	3.59	.003	1.94	21.51	.000
42. Assign duties to support staff	1.74	9.49	.000	1.60	3.43	.004	1.64	17.70	.000
43. Promote the development of support staff	1.88	10.64	.000	1.80	3.75	.002	1.74	18.99	.000
44. Supervise and evaluate support staff	1.90	10.26	.000	2.20	4.78	.000	1.79	18.70	.000
45. Deal with unsatisfactory performance of support staff	1.99	10.69	.000	2.07	4.47	.001	1.89	19.55	.000
2.2 Finance & Resources									
46. Make annual departmental budget requests	0.51	3.89	.000	1.07	4.30	.001	0.91	12.77	.000
47. Allocate budget within the department	0.51	3.30	.001	1.20	3.26	.006	1.03	13.76	.000
48. Supervise departmental expenditures	0.39	2.96	.004	1.07	2.62	.020	0.96	12.82	.000
49. Allocate faculty travel-research funds	1.48	7.78	.000	1.93	4.18	.001	1.79	19.43	.000
2.3 Physical Plant & Materials									
50. Develop long-range plans for physical plant and materials	1.31	9.31	.000	1.80	5.51	.000	1.76	21.03	.000
51. Manage and supervise department physical facilities and equipment	0.59	4.38	.000	1.07	3.76	.002	1.19	15.89	.000

Table C.4.1 (continued)

Functions	Chairs n=88			Deans n=15			Faculty n=320		
	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance
52. Supervise the acquisition of supplies and equipment for office and classroom	0.66	4.56	.000	1.33	4.39	.001	1.41	18.04	.000
53. Assign office and/or desk space for staff	0.85	4.45	.000	1.60	3.89	.002	1.40	17.27	.000
2.4 Other Routines									
54. Manage the daily operation of the department	0.63	5.30	.000	1.13	3.52	.003	1.34	16.38	.000
55. Manage departmental correspondence	0.52	3.89	.000	1.27	3.41	.004	1.23	15.45	.000
56. Maintain essential departmental records	0.42	3.28	.001	1.53	4.77	.000	1.27	15.71	.000
57. Conduct department meetings	0.52	4.67	.000	1.27	4.75	.000	1.08	14.09	.000
58. Manage evaluation of departmental activities	0.85	5.80	.000	1.67	4.06	.001	1.44	17.71	.000
59. Promote faculty member participation in departmental decision making	0.51	4.72	.000	1.33	5.29	.000	1.24	14.97	.000
60. Prepare departmental annual reports	0.94	5.32	.000	1.67	4.18	.001	1.65	18.60	.000
3. External Functional Area									
61. Communicate department's needs to faculty	1.22	7.70	.000	1.80	4.58	.000	1.65	20.42	.000
62. Communicate department's goals to students	0.99	6.39	.000	1.40	4.58	.000	1.57	19.19	.000
63 Interpret and communicate college expectations to staff	0.77	5.16	.000	1.53	4.38	.001	1.48	18.53	.000
64. Assign faculty for department and college committees	0.86	5.79	.000	1.07	4.30	.001	1.32	16.48	.000

Table C.4.1 (continued)

Functions	Chairs n=88			Deans n=15			Faculty n=320		
	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance	Diff in Means	*t*	Significance
65. Represent the department to administration	0.67	4.62	.000	1.27	3.11	.008	1.01	13.60	.000
66. Promote the involvement of faculty in cultural affairs	0.90	6.41	.000	1.07	2.87	.012	1.27	16.20	.000
67. Support cultural activities within the college	0.65	5.05	.000	0.73	2.95	.010	1.08	14.09	.000
68. Promote the relations of the college to other teacher colleges	0.99	7.29	.000	1.40	3.50	.004	1.35	17.13	.000
69. Represent the department and college at professional meetings	1.01	7.35	.000	0.93	2.51	.025	1.06	13.84	.000
70. Represent the department and college to the community and public	1.05	7.42	.000	1.33	3.35	.005	1.29	15.58	.000
71. Promote faculty services to community	0.83	6.56	.000	1.33	4.00	.001	1.35	17.13	.000
72. Promote the department's image and reputation	0.75	6.08	.000	1.47	3.90	.002	1.27	16.24	.000
73. Promote liaison with external agencies and institutions	0.99	7.80	.000	1.33	3.70	.002	1.33	17.03	.000
74. Solicit outside funding for departmental activities	1.61	10.87	.000	2.47	5.53	.000	1.80	20.25	.000

Table C.4.2
Comparison of the Perceptions of Chairpersons, Deans, and Faculty Members

	Functions	Chairs (1) n=88		Deans (2) n=15		Faculty (3) n=314-319				
		Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	Intergroup Difference
	1. Academic Functional Area Faculty Matters									
1.	Assign teaching duties to faculty	3.90	1.08	3.80	1.01	3.56	1.28	2.65	0.07	none
		3.99	1.26	4.47	0.64	3.89	1.23	1.71	0.18	none
2.	Promote excellence in teaching	3.09	1.15	2.67	1.29	2.68	1.32	3.54	0.03	1>3
		4.47	.82	4.60	0.51	4.27	1.00	2.12	0.12	none
3.	Assign student teaching supervising responsibilities	3.44	1.30	3.40	1.18	3.22	1.27	1.09	0.34	none
		3.98	1.13	4.53	0.64	4.07	1.08	1.71	0.18	none
4.	Assign responsibility for student advisees and academic counselling	2.97	1.56	3.00	1.41	2.96	1.44	0.00	1.00	none
		3.52	1.49	3.60	1.40	3.74	1.26	0.98	0.38	none
5.	Promote professional development of faculty	3.18	1.34	2.93	1.39	2.76	1.32	3.50	0.03	1>3
		4.45	0.73	4.27	0.70	4.33	0.95	0.77	0.46	none
6.	Promote research and publications of faculty	2.53	1.48	2.07	1.28	2.28	1.37	1.45	0.24	none
		4.38	0.78	4.20	0.94	4.16	1.01	1.73	0.18	none
7.	Facilitate management of grants and contracts	1.58	1.28	1.67	1.11	1.57	1.29	0.04	0.96	none
		3.83	1.18	4.00	1.07	3.84	1.09	0.16	0.86	none
8.	Facilitate faculty transformation	2.34	1.58	2.40	1.45	2.25	1.40	0.21	0.81	none
		3.97	1.25	4.07	1.10	4.08	1.00	0.41	0.66	none
9.	Manage the recruitment and selection of new faculty	1.82	1.73	2.07	1.28	1.68	1.46	0.67	0.51	none
		3.93	1.38	3.67	1.29	3.83	1.18	0.41	0.67	none
10.	Evaluate performance of faculty members	2.98	1.47	3.33	0.90	2.71	1.36	2.60	0.08	none
		4.31	0.90	4.47	0.92	4.19	0.98	0.96	0.38	none
11.	Make promotion recommendations for faculty	3.13	1.53	3.60	1.12	3.01	1.38	1.40	0.25	none
		4.34	1.02	4.33	0.90	4.24	1.00	0.36	0.70	none
12.	Manage grievance and complaints by faculty members	2.38	1.56	2.33	1.29	2.40	1.38	0.02	0.98	none
		3.51	1.31	3.67	1.29	3.78	1.16	1.68	0.19	none
13.	Deal with unsatisfactory performance by faculty members	1.44	1.36	1.47	1.36	1.65	1.36	0.86	0.42	none
		3.57	1.60	4.13	0.92	3.70	1.22	1.27	0.28	none
14.	Manage conflict among faculty members	1.94	1.54	1.87	1.36	1.75	1.37	0.69	0.50	none
		3.65	1.33	3.80	0.94	3.51	1.25	0.75	0.47	none

Table C.4.2 (continued)

	Functions	Chairs (1) n=88		Deans (2) n=15		Faculty (3) n=314-319				
		Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	Intergroup Difference
15.	Promote departmental morale	2.88	1.50	2.87	1.36	2.46	1.40	3.28	0.04	1>3
		4.31	1.04	4.53	0.52	4.23	0.96	0.88	0.42	none
16.	Encourage faculty member participation in setting academic goals	3.35	1.27	2.87	1.55	2.66	1.46	8.21	0.00	1>3
		4.35	1.02	4.67	0.62	4.33	0.96	0.87	0.42	none
17.	Promote delegation of authority and responsibilities to departmental personnel and committees	3.13	1.41	3.27	1.62	2.72	1.42	3.61	0.03	1>3
		4.25	1.07	4.40	0.91	4.19	0.95	0.42	0.65	none
	1.2 Student Matters									
18.	Supervise the recruitment of students for the department	2.64	1.72	3.13	1.06	2.56	1.53	0.99	0.37	none
		3.89	1.45	4.07	1.44	3.98	1.23	0.24	0.79	none
19.	Promote greater accessibility of students	2.22	1.65	2.27	1.49	2.24	1.52	0.01	0.99	none
		3.65	1.56	3.67	1.72	3.66	1.23	0.00	1.00	none
20.	Supervise orientation programs for students	2.89	1.65	3.40	1.64	2.77	1.47	1.36	0.26	none
		3.77	1.48	3.80	1.78	4.02	1.17	1.39	0.25	none
21.	Establish departmental policies about students	2.91	1.57	3.27	1.53	2.59	1.42	2.92	0.06	none
		4.00	1.34	4.00	1.41	4.11	1.11	0.33	0.72	none
22.	Supervise evaluation of students	3.14	1.34	3.13	1.36	2.84	1.35	1.90	0.15	none
		4.02	1.26	4.07	1.39	4.06	1.04	0.03	0.97	none
23.	Provide counselling to students on academic matters	3.72	1.12	3.47	1.25	2.96	1.30	12.97	0.00	1>3
		4.31	1.10	4.40	1.35	4.16	1.05	0.97	0.38	none
24.	Provide counselling to students on occupational matters	3.33	1.31	3.13	1.30	2.68	1.30	8.88	0.00	1>3
		4.07	1.34	4.27	1.34	4.01	1.04	0.42	0.66	none
25.	Promote student involvement in department activities	3.48	1.31	3.27	1.33	3.10	1.31	2.92	0.06	none
		4.11	1.34	4.33	1.35	4.16	1.05	0.25	0.78	none
26.	Facilitate surveys of student needs and interests concerning curriculum and instruction	2.52	1.40	2.80	1.74	2.15	1.40	3.62	0.03	1>3
		3.89	1.31	4.20	1.32	4.00	1.04	0.67	0.51	none
27.	Manage grievance and complaints by students	2.57	1.53	2.87	1.36	2.39	1.35	1.29	0.28	none
		3.49	1.54	3.73	1.39	3.82	1.12	2.53	0.08	none
28.	Administer student awards program	2.64	1.65	2.80	1.61	2.44	1.54	0.81	0.44	none
		3.43	1.67	3.93	1.34	3.81	1.21	2.98	0.05	none

Table C.4.2 (continued)

	Functions	Chairs (1) n=88		Deans (2) n=15		Faculty (3) n=314-319				
		Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	Intergroup Difference
29.	Promote a high standard of student scholarship	2.13	1.48	2.20	1.70	2.04	1.44	0.17	0.84	none
		3.33	1.53	4.07	1.44	3.65	1.19	3.21	0.04	2,3>1
30.	Promote a positive learning climate for students	3.36	1.11	3.20	1.61	2.63	1.34	11.47	0.00	1>3
		4.24	0.99	4.33	1.35	4.21	0.97	0.12	0.88	none
31.	Promote student-faculty relations	3.19	1.22	3.27	1.49	2.85	1.42	2.55	0.08	none
		4.08	1.11	4.40	1.30	4.14	0.97	0.64	0.53	none
32.	Facilitate employment of graduates	2.61	1.54	2.53	1.51	2.20	1.49	2.76	0.06	none
		4.00	1.28	4.13	1.30	3.89	1.18	0.51	0.60	none
	1.3 Curriculum									
33.	Promote the development of new programs	2.66	1.47	2.60	1.59	2.37	1.42	1.48	0.23	none
		4.01	1.26	4.67	0.62	4.12	0.97	2.60	0.08	none
34.	Facilitate the improvement of existing curriculum and programs	2.68	1.46	2.60	1.55	2.39	1.39	1.56	0.21	none
		3.99	1.21	4.60	0.74	4.10	0.97	2.33	1.00	none
35.	Supervise off-campus programs	2.32	1.61	2.33	1.59	2.28	1.47	0.02	0.98	none
		3.40	1.58	3.73	1.75	3.77	1.30	2.46	0.09	none
36.	Promote extra-curricular activities	3.05	1.37	3.07	1.22	2.69	1.29	2.88	0.06	none
		3.90	1.31	4.47	0.64	4.05	0.96	2.10	0.12	none
37.	Organize term schedules of courses	3.75	1.40	4.07	1.39	3.36	1.33	4.41	0.01	1>3
		4.17	1.35	4.73	0.59	4.34	0.93	2.22	0.11	none
38.	Facilitate the acquisition of textbooks and library materials	3.85	1.02	3.87	1.13	3.11	1.26	14.65	0.00	1,2>3
		4.39	0.88	4.87	0.35	4.31	0.93	2.84	0.56	none
39.	Allocate instructional resources	3.73	1.09	3.93	0.96	2.99	1.32	14.54	0.00	1,2>3
		4.37	0.90	4.67	0.62	4.28	0.93	1.53	0.22	none
40.	Promote the preparation of instructional material by faculty	3.47	1.19	3.33	1.18	2.80	1.37	9.09	0.00	1>3
		4.43	0.91	4.93	0.26	4.37	0.89	3.02	0.05	none
	2. Departmental Unit Functional Area									
	2.1 Support Staff									
41.	Facilitate the recruitment of support staff	1.15	1.53	1.80	1.93	1.54	1.45	2.81	0.06	none
		3.16	1.76	3.53	1.46	3.49	1.40	1.72	0.18	none
42.	Assign duties to support staff	1.38	1.50	2.00	1.77	1.76	1.50	2.58	0.08	none
		3.11	1.71	3.60	1.35	3.40	1.45	1.47	0.23	none

Table C.4.2 (continued)

	Functions	Chairs (1) n=88		Deans (2) n=15		Faculty (3) n=314-319				
		Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	Intergroup Difference
43.	Promote the development of support staff	1.09	1.35	1.73	1.71	1.52	1.43	3.43	0.03	3>1
		2.97	1.73	3.53	1.41	3.25	1.53	1.50	0.23	none
44.	Supervise and evaluate support staff	1.01	1.39	1.60	1.50	1.48	1.47	3.79	0.02	3>1
		2.91	1.80	3.80	1.32	3.28	1.51	2.94	0.05	none
45.	Deal with unsatisfactory performance of support staff	0.84	1.29	1.33	1.35	1.35	1.40	4.75	0.01	3>1
		2.83	1.91	3.40	1.40	3.23	1.55	2.31	0.10	none
	2.2 Finance & Resources									
46.	Make annual departmental budget requests	3.90	1.28	3.47	1.19	3.38	1.31	5.44	0.00	1>3
		4.41	0.95	4.53	0.64	4.30	0.93	0.88	0.41	none
47.	Allocate budget within the department	3.72	1.36	3.33	1.63	3.19	1.43	4.74	0.01	1>3
		4.23	1.11	4.53	0.64	4.22	0.95	0.73	0.48	none
48.	Supervise departmental expenditures	3.95	1.21	3.53	1.55	3.26	1.40	8.86	0.00	1>3
		4.34	1.00	4.60	0.63	4.22	0.95	1.53	0.22	none
49.	Allocate faculty travel-research funds	2.50	1.60	2.73	1.79	2.29	1.52	1.13	0.32	none
		3.98	1.28	4.67	0.49	4.08	1.14	2.28	0.11	none
	2.3 Physical Plant & Materials									
50.	Develop long-range plans for physical plant and materials	2.44	1.58	2.33	1.54	2.29	1.43	0.35	0.70	none
		3.75	1.38	4.13	0.99	4.06	1.03	2.75	0.07	none
51.	Manage and supervise department physical facilities and equipment	3.56	1.25	3.33	1.11	2.89	1.34	9.23	0.00	1>3
		4.15	0.98	4.40	0.74	4.08	1.00	0.84	0.43	none
52.	Supervise the acquisition of supplies and equipment for office and classroom	3.25	1.44	3.00	1.31	2.69	1.38	5.70	0.00	1>3
		3.91	1.41	4.33	0.90	4.09	1.00	1.66	0.19	none
53.	Assign office and/or desk space for staff	2.80	1.59	2.67	1.72	2.61	1.50	0.53	0.59	none
		3.65	1.62	4.27	0.96	4.01	1.15	3.36	0.04	3>1
	2.4 Other Routines									
54.	Manage the daily operation of the department	3.32	1.29	2.87	1.46	2.50	1.49	11.08	0.00	1>3
		3.94	1.16	4.00	1.00	3.84	1.13	0.39	0.68	none
55.	Manage departmental correspondence	2.91	1.55	2.40	1.50	2.34	1.48	4.97	0.01	1>3
		3.43	1.52	3.67	1.11	3.57	1.24	0.44	0.64	none
56.	Maintain essential depart-mental records	3.65	1.05	2.87	1.36	2.76	1.39	15.38	0.00	1>3
		4.07	1.13	4.40	0.63	4.04	1.03	0.89	0.41	none

Table C.4.2 (continued)

	Functions	Chairs (1) n=88		Deans (2) n=15		Faculty (3) n=314-319				
		Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	Intergroup Difference
57.	Conduct department meetings	3.72	0.97	3.20	1.42	2.99	1.40	10.44	0.00	1>3
		4.24	0.88	4.47	0.74	4.07	0.96	2.22	0.11	none
58.	Manage evaluation of depart -mental activities	3.17	1.31	2.87	1.60	2.50	1.41	7.99	0.00	1>3
		4.02	1.18	4.53	0.74	3.94	1.04	2.29	0.10	none
59.	Promote faculty member participation in departmental decision making	3.84	1.03	3.20	1.15	2.97	1.44	14.26	0.00	1>3
		4.35	0.83	4.53	0.64	4.21	0.96	1.54	0.22	none
60.	Prepare departmental annual reports	2.81	1.64	2.40	1.68	2.27	1.53	4.10	0.02	1>3
		3.75	1.47	4.07	1.33	3.91	1.15	0.78	0.46	none
	3. External Functional Area									
61.	Communicate department's needs to faculty	2.49	1.62	2.67	1.72	2.31	1.46	0.81	0.44	none
		3.70	1.35	4.47	0.74	3.96	1.07	3.58	0.03	2>1
62.	Communicate department's goals to students	2.77	1.48	2.87	1.30	2.34	1.44	3.66	0.03	1>3
		3.76	1.26	4.27	1.33	3.91	1.14	1.36	0.26	none
63.	Interpret and communicate college expectations to staff	2.72	1.52	2.80	1.52	2.42	1.43	1.76	0.17	none
		3.49	1.46	4.33	0.90	3.90	1.10	5.65	0.00	2,3>1
64.	Assign faculty for department and college committees	2.73	1.49	2.73	1.39	2.43	1.50	1.56	0.21	none
		3.59	1.49	3.80	1.15	3.75	1.13	0.60	0.55	none
65.	Represent the department to administration	3.51	1.40	3.33	1.63	3.16	1.47	2.08	0.13	none
		4.18	1.10	4.60	0.63	4.17	1.01	1.29	0.28	none
66.	Promote the involvement of faculty in cultural affairs	2.72	1.45	2.73	1.53	2.48	1.43	1.05	0.35	none
		3.61	1.28	3.80	0.94	3.75	1.10	0.55	0.58	none
67.	Support cultural activities within the college	3.28	1.23	3.07	1.16	2.78	1.32	5.38	0.00	1>3
		3.93	0.96	3.80	0.94	3.86	1.00	0.22	0.80	none
68.	Promote the relations of the college to other teacher colleges	2.85	1.34	2.47	1.55	2.43	1.38	3.16	0.04	1>3
		3.84	1.11	3.87	1.13	3.78	1.10	0.12	0.89	none
69.	Represent the department and college at professional meetings	3.10	1.30	3.33	1.18	3.00	1.38	0.61	0.54	none
		4.11	1.06	4.27	0.70	4.05	1.02	0.41	0.66	none
70.	Represent the department and college to the community and public	2.81	1.35	2.87	1.30	2.61	1.43	0.81	0.44	none
		3.85	1.19	4.20	0.77	3.90	1.10	0.63	0.54	none

Table C.4.2 (continued)

	Functions	Chairs (1) n=88		Deans (2) n=15		Faculty (3) n=314-319				
		Mean	S.D.	Mean	S.D.	Mean	S.D.	F	p	Intergroup Difference
71.	Promote faculty services to	3.28	1.30	3.00	1.36	2.64	1.40	7.63	0.00	1>3
	community	4.11	1.16	4.33	0.82	4.00	1.05	1.06	0.35	none
72.	Promote the department's	3.56	1.15	3.33	1.50	2.93	1.36	7.94	0.00	1>3
	image and reputation	4.31	1.00	4.80	0.41	4.20	1.05	2.65	0.07	none
73.	Promote liaison with external	2.98	1.48	3.07	1.33	2.67	1.38	2.11	0.12	none
	agencies and institutions	3.97	1.26	4.40	0.83	4.00	1.08	1.01	0.37	none
74.	Solicit outside funding for	2.13	1.45	1.53	1.25	1.99	1.53	1.03	0.36	none
	departmental activities	3.74	1.32	4.00	1.00	3.78	1.20	0.30	0.74	none

Table C.4.3
Varimax Factor Solution: Relationships with Students

	Factor Relationships with students	Factors and factor loadings					
		F1	F2	F3	F4	F5	F6
24.	Provide counselling to students on occupational matters	.72	.28	.19	.09	.09	.20
20.	Supervise orientation programs for students	.68	.32	.17	.23	.07	.08
27.	Manage grievance and complaints by students	.66	.22	.22	.31	.15	.03
25.	Promote student involvement in department activities	.66	.34	.23	.06	.03	.21
21.	Establish departmental policies about students	.66	.25	.19	.30	.10	.15
28.	Administer student awards program	.65	.12	.21	.21	.16	.01
22.	Supervise evaluation of students	.64	.27	.18	.18	.11	.20
30.	Promote a positive learning climate for students	.63	.37	.23	.16	.12	.29
23.	Provide counselling to students on academic matters	.62	.35	.23	.07	.03	.35
29.	Promote a high standard of student scholarship	.62	.01	.26	.28	.26	.02
32.	Facilitate employment of graduates	.60	.16	.29	.09	.19	.19
31.	Promote student-faculty relations	.60	.345	.26	.13	.16	.23

Table C.4.3 (continued)

	Factor Relationships with students	Factors and factor loadings					
		F1	F2	F3	F4	F5	F6
18.	Supervise the recruitment of students for the department	.60	.19	.14	.34	.06	.06
19.	Promote greater accessibility of students	.60	.11	.19	.41	.15	.01
36.	Promote extra-curricular activities	.57	.34	.28	.21	.09	.21
26.	Facilitate surveys of student needs and interests concerning curriculum and instruction	.56	.15	.30	.19	.30	.17
34.	Facilitate the improvement of existing curriculum and programs	.55	.29	.29	.24	.26	.20
33.	Promote the development of new programs	.53	.27	.26	.23	.27	.21
4.	Assign responsibility for student advisees and academic counselling	.47	.03	.13	.20	.11	.27
35.	Supervise off-campus programs	.46	.16	.37	.27	.19	.06

Table C.4.4
Varimax Factor Solution: Departmental Administration

	Factor Departmental administration	Factors and factor loadings					
		F1	F2	F3	F4	F5	F6
37.	Organize term schedules of courses	.42	.54	.25	.12	.05	.18
46.	Make annual departmental budget requests	.17	.81	.04	.22	.00	.09
51.	Manage and supervise department physical facilities and equipment	.21	.79	.18	.03	.11	.11
48.	Supervise departmental expenditures	.15	.78	.12	.27	.02	.02
47.	Allocate budget within the department	.15	.76	.15	.29	.02	.08
52.	Supervise the acquisition of supplies and equipment for office and classroom	.37	.68	.22	.03	.16	.01
57.	Conduct department meetings	.11	.67	.31	.10	.11	.25
56.	Maintain essential departmental records	.22	.63	.31	.10	.17	.17
39.	Allocate instructional resources	.31	.61	.25	.12	.07	.25
38.	Facilitate the acquisition of textbooks and library materials	.27	.57	.23	.09	.02	.27
54.	Manage the daily operation of the department	.22	.56	.35	.11	.17	.15
55.	Manage departmental correspondence	.18	.50	.32	.23	.20	.06
50.	Develop long-range plans for physical plant and materials	.31	.50	.24	.20	.28	.09
58.	Manage evaluation of departmental activities	.24	.46	.49	.10	.25	.21
40.	Promote the preparation of instructional material by faculty	.24	.44	.37	.23	.19	.35
53.	Assign office and/or desk space for staff	.36	.43	.22	.12	.21	.05
49.	Allocate faculty travel-research funds	.21	.40	.26	.28	.35	.07

Table C.4.5
Varimax Factor Solution: Representation and Advocacy

	Factor Representation & Advocacy	Factors and factor loadings					
		F1	F2	F3	F4	F5	F6
70.	Represent the department and college to the community and public	.17	.20	.75	.22	.09	.10
73.	Promote liaison with external agencies and institutions	.24	.21	.74	.18	.04	.12
66.	Promote the involvement of faculty in cultural affairs	.28	.19	.68	.21	.20	.13
71.	Promote faculty services to community	.24	.25	.67	.22	.10	.24
68.	Promote the relations of the college to other teacher colleges	.32	.23	.66	.08	.21	.19
72.	Promote the department's image and reputation	.25	.44	.63	.10	.04	.25
69.	Represent the department and college at professional meetings	.16	.36	.60	.12	.09	.18
67.	Support cultural activities within the college	.28	.33	.58	.04	.12	.22
64.	Assign faculty for department and college committees	.27	.24	.56	.24	.30	.07
60.	Prepare departmental annual reports	.29	.28	.55	.10	.23	.06
63.	Interpret and communicate college expectations to staff	.28	.30	.55	.30	.26	.07
62.	Communicate department's goals to students	.46	.31	.55	.12	.21	.01
61.	Communicate department's needs to faculty	.34	.28	.55	.27	.28	.00
74.	Solicit outside funding for departmental activities	.27	.06	.53	.29	.26	.01
65.	Represent the department to administration	.15	.55	.46	.13	.07	.18
59.	Promote faculty member participation in departmental decision making	.18	.55	.46	.12	.07	.36

Table C.4.6
Varimax Factor Solution: Relationships with Faculty

	Factor Relationships with faculty	Factors and factor loadings					
		F1	F2	F3	F4	F5	F6
13.	Deal with unsatisfactory performance by faculty members	.24	.09	.12	.64	.30	.05
14.	Manage conflict among faculty members	.24	.14	.17	.63	.25	.00
8.	Facilitate faculty transformation	.31	.17	.14	.63	.15	.16
12.	Manage grievance and complaints by faculty members	.32	.18	.22	.61	.13	.10
15.	Promote departmental morale	.26	.29	.29	.60	.11	.28
11.	Make promotion recommendations for faculty	.14	.31	.17	.56	.14	.18
9.	Manage the recruitment and selection of new faculty	.21	.13	.08	.54	.37	.11
10.	Evaluate performance of faculty members	.16	.37	.21	.48	.04	.16
17.	Promote delegation of authority and responsibilities to departmental personnel and committees	.27	.24	.30	.47	.07	.36
7.	Facilitate management of grants and contracts	28	.04	.22	.44	.37	.25

Table C.4.7
Varimax Factor Solution: Relationships with Support Staff

	Factor Relationships with support staff	Factors and factor loadings					
		F1	F2	F3	F4	F5	F6
44.	Supervise and evaluate support staff	.15	.09	.15	.08	.88	.09
43.	Promote the development of support staff	.19	.11	.17	.12	.87	.09
45.	Deal with unsatisfactory performance of support staff	.14	.07	.21	.11	.84	.04
42.	Assign duties to support staff	.15	.10	.12	.13	.83	.05
41.	Facilitate the recruitment of support staff	.14	.10	.17	.25	.77	.04

Table C.4.8
Varimax Factor Solution: Teaching and Research

	Factor Teaching & Research	Factors and factor loadings					
		F1	F2	F3	F4	F5	F6
2.	Promote excellence in teaching	.29	.17	.19	.36	.19	.60
5.	Promote professional development of faculty	.28	.28	.24	.39	.14	.55
6.	Promote research and publications of faculty	.30	.09	.28	.46	.23	.46
1.	Assign teaching duties to faculty	.11	.21	.14	.04	.033	.46
3.	Assign student teaching supervising responsibilities	.37	.25	.05	.04	.00	.41
16.	Encourage faculty member participation in setting academic goals	.33	.33	.32	.38	.01	.40

Appendix D

Correspondence

Letters to Thai Students for the First Pilot Study

Dept. of Educational Administration
January 5, 1992

Dear Thai Students;

Re: Pilot Testing of Questionnaires

I am writing to request your assistance in completing the enclosed questionnaire dealing with the role of the department chairperson in teachers colleges in Thailand. Please complete all sections. In particular, you may wish to express opinions about the following matters: length of the questionnaire, any ambiguity or lack of clarity in the instructions in each section, specific questions which are ambiguous or unsuitable, important omissions from the questionnaire, and the suitability of the rating scales. All information obtained from you will be helpful for revising and improving the questionnaire.

Your participation in this process is greatly appreciated.

Yours Sincerely,

Tipawan Prasertphan

Letters to Faculty Members at Chachoengsao Teacher College for the Second Pilot Study

Dept. of Educational Administration
University of Alberta

January 24, 1992

Dear Colleagues;

Re: Pilot Testing of Questionnaires

I am Mrs. Tipawan Prasertphan, a faculty member from Uttaradit Teacher College. At the present time, I am on leave of absence doing graduate work in the Department of Educational Administration at the University of Alberta, Edmonton, Canada.

I am writing to request your assistance in completing the enclosed questionnaire dealing with the role of the department chairperson in teachers colleges in Thailand. Please complete all sections. In particular, you may wish to express your opinion about the following matters: length of the questionnaire, any ambiguity or lack of clarity in the instructions in each section, specific questions which are ambiguous or unsuitable, important omissions from the questionnaire, and the suitability of the rating scales. All information obtained from you will be helpful for revising and improving the questionnaire.

Your participation in this process is greatly appreciated.

Yours Sincerely,

Tipawan Prasertphan

Letters to Respondents at the Four Selected Teacher Colleges

Dept. of Educational Administration
University of Alberta

May 21, 1992

Dear Colleagues;

I am Mrs. Tipawan Prasertphan, a faculty member from Uttaradit Teacher College. At the present time, I am on leave of absence doing graduate work in the Department of Educational Administration at the University of Alberta, Edmonton, Canada.

I am writing to request your assistance in completing the enclosed questionnaire dealing with the role of department chairperson in teachers colleges in Thailand. The purpose of this study is to explore the role of department chairperson as these institutions undergo a change of mandate and become comprehensive postsecondary institutions. Your considered responses will make a valuable contribution to the study. Please complete all sections. Steps have been taken to achieve both confidentiality and anonymity. Please complete the questionnaire and seal it in the envelope provided and I shall collect it during September and October, 1992.

Your participation is greatly appreciated.

Yours Sincerely,

Tipawan Prasertphan